



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION

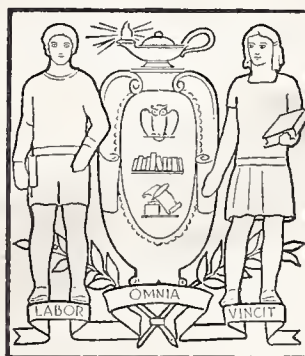


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COURSE OF STUDY IN
HEALTH INSTRUCTION
AND
PHYSICAL EDUCATION



GRADES IV-VI

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CHILD HEALTH AND THE SCHOOL PROGRAM

THE CHILDREN'S CHARTER sets forth the following objective for the health instruction program in the elementary schools:

"For every child, from birth through adolescence, promotion of health, including health instruction and a health program, wholesome physical and mental recreation, with teachers and leaders adequately trained."

Good health has much to do with happiness and security. It aids in the attainment of worthy personal ambitions and permits individuals to conserve their resources. It increases the opportunity for cultural advancement and makes possible more cheerful and useful lives. The health of an individual determines his usefulness to his community. The health of a community determines to a large extent its economic and social importance.

An adequate program of school health involves health protection, health correction, health instruction, and physical education. It should develop in every individual the highest physical, mental, social and spiritual possibilities. Such a program cannot be confined to the school room. It must be concerned with the health behavior of the child in all of his activities.

Schools today, to be effective, must be child-centered. Health outcomes in such schools are expressed in terms of the growth of the child as a personality; in terms of physical development, emotionalized health attitudes, desirable adjustments to health situations and conditions that are a part of daily life, and the enjoyment of practices related to these outcomes.

In such a program the conduct of the pupil becomes the chief criterion for success. Health teaching is successful only when the child enjoys and appreciates cleanliness and fresh air; increases in muscular coordination; habitually sits, stands and walks well; secures sufficient rest and sleep; endeavors to avoid conditions that drain vitality; finds satisfaction in wearing suitable clothing; appreciates and chooses nutritious food and wholesome beverages; is hazard conscious and practices safe measures; avoids and appreciates why he should avoid the use of stimulants and narcotics; increases in self-control, cheerfulness and poise, and appreciates the importance of these characteristics.

JAMES N. RULE,
Superintendent of Public Instruction.

June, 1934.

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DR. J. F. ROGERS, Department of Interior, Washington, D. C.
DR. J. BRUCE MCCREARY, Deputy Secretary of Health, Department of Health, Harrisburg
DR. MARY RIGGS NOBLE, Chief, Pre-School Division, Department of Health, Harrisburg
DR. H. B. BURNS, Director of Hygiene, Pittsburgh
MR. EVERETT SANDERS, State Teachers College, Indiana
MISS ELEANOR ALDWORTH, State Teachers College, West Chester
MISS HARRIET WILLOUGHBY, Director of Primary Grades, State Teachers College, Shippensburg
MISS EDNA J. HAZEN, Director of Elementary Grades, State Teachers College, Bloomsburg
MR. A. H. HOWELL, Superintendent, Wayne County Schools, Honesdale
MR. C. S. MILLER, Superintendent, Lansdowne
MISS HELEN KRALL, Principal, Boas Building, Harrisburg
MISS A. MAY GOUGLER, Classroom Teacher, Norristown
MISS ESTHER B. LOVE, Rural School Teacher, Lycoming County
MRS. ANNA DEPLANTER BOWES, Philadelphia Child Health Society

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HEALTH INSTRUCTION AND PHYSICAL EDUCATION

INTRODUCTION

THE AIM of the health program is to help the child make desirable adjustments in his way of living so that he may increasingly do his part in securing for himself and others the conditions necessary for health—physical, mental, emotional, and social. The goal set for health teaching, therefore, is correct health practices.

PLAN OF COURSE

To help the teacher see the program in health as a whole, and its relation to opportunities and possibilities for making it function in the life of the child, a chart* has been prepared showing these inter-relationships. The chart has the following divisions:

1. Conditions necessary for the growth and development of the child.
2. Objectives that are related to those conditions toward which the teacher is to work.
3. Activities and procedures necessary to secure these objectives.
4. Evidences of pupil growth in the objectives which universally operate throughout the elementary grades.

CONDITIONS NECESSARY FOR GROWTH AND DEVELOPMENT

The following conditions for growth and development are especially important in relation to child health:

1. **FAVORABLE ENVIRONMENT.** Whatever the situation may be in reference to cleanliness, to ventilation, to lighting, to heating, to furnishings of the classroom, it is the responsibility of the teacher to maintain the good conditions found and to use every possible influence to improve the poor ones. The use of these situations as bases for her health teaching provides opportunities for pupils to establish practices and to build attitudes related to an environment which contributes to health.

2. **SATISFACTORY NUTRITION.** Just as no animal can thrive on an improper diet, so no child can attain his fullest possibilities in growth and development without nourishing food. The teacher who takes advantage of the lunch period where pupils are either selecting a lunch at school or eating food brought from home, is using one of the finest opportunities of the whole day's program for health training and instruction. Here she is able to see evidences of pupil growth in those attitudes and practices related to a wholesome diet. Since eating and sleeping are so essential to the satisfactory nutrition of the child and because these practices are for the most part carried on in the home, the teacher should work with the parents in order to secure the greatest benefits for the children. She will have opportunities to encourage those parents who are carrying out desirable programs

* See pages 40-41.

of living and to make suggestions to parents who are not. Through visits to the home, and through organized groups of parents in the school, she may be able to work with them in reaching the goal set for the school child.

3. **OPPORTUNITY FOR EXPRESSION.** One of the great hungers in life is for activity. This may be satisfied through various types of expression on the part of the child, such as, big muscle activity in a vigorous game; participating in some task as making seats for the library section of the classroom; an activity that gives the child an opportunity to express himself through the painting of a landscape or the writing of a poem.

Throughout the day the child should be helped to think for himself and be given an opportunity to express his thoughts in ways that will give him the satisfaction of a realization of the accomplishment of something worthwhile. Because of the many opportunities for expression through mental activity, the teacher should strive to secure more time for activities that involve the use of big muscles. A better balanced program is needed in the majority of our schools.

4. **PROTECTION FROM DRAINS ON VITALITY.** In those schools where there is efficient health service, there is the greatest protection from drains on vitality. In any system every teacher is able to contribute to this part of the health program, but where there is neither school physician nor nurse, this cooperation is particularly necessary and valuable.

Protection requires attention to the prevention, detection, and correction of health handicaps. The classroom teacher is a vital factor in this program for the prevention and correction of health handicaps. The health examination properly set up and conducted affords an opportunity for her to secure valuable information as to the need of better health practices and to possible causes of retardation. At the time of the health examination, she should call the attention of the school physician to special cases which she may have discovered. She should be on the alert at all times for conditions which may not have been detected by the physician or which may have developed since the health examination. One of the first steps in solving behavior problems is the detection and fullest possible correction of health handicaps.

The teacher should feel a direct responsibility for the correction of health handicaps. The prevention and correction of such defects may be used as motivating factors in health instruction. Thus, the handicapped child may be stimulated to desire the correction of his handicaps, and the child free from defects may find satisfaction in following practices that may prevent handicaps. With older children a personal talk to explain the significance of these defects may bring results.

No member of the school staff has a better opportunity to urge remedial care than the teacher. In many instances, it may be desirable for her to discuss with the parents the need for the correction of health handicaps. The fact that parents may not immediately carry out the recommendations of the school physician is more frequently due to lack of understanding than to wilful neglect. The teacher should know what medical services are available in the community for children whose parents are unable to pay for treatment.

For the further protection of children the regulations of the Department of Health require that any child or other person showing the following symptoms shall be excluded from school immediately:

- a. An unusual skin eruption.
- b. Swelling about the neck suggesting mumps.
- c. Soreness of the throat.
- d. Symptoms of whooping cough.
- e. Diseases of the eye.

In addition, the teacher should make a report to the health officer of the district in which the school is located as follows:

- a. The fact of exclusion.
- b. The reason for exclusion.
- c. The name and address of the person excluded.

The carrying out of this regulation presupposes a daily classroom survey by the teacher. This may be a formal or an informal survey. In the informal type, the child is not conscious of being looked over. This type is to be desired, providing the teacher keeps it in mind each morning. This means that the teacher must see each pupil as he enters the room. In the formal type of survey the teacher stands with her back to the window, the children passing before her at intervals of about two feet. The morning survey should include cleanliness as well as the symptoms of communicable disease.

The formal type of classroom survey should always be used in case of an epidemic or threatened epidemic. The procedure should be continued during the period of incubation. The survey should be given in the morning so that any child having symptoms of a communicable disease may be excluded as early in the day as possible. This, however, does not free the teacher from the responsibility of being watchful for any symptom that may develop during the day. In addition, (1) a careful check-up of all absentees should be made, (2) the home should be visited when the reason for absence is not definitely known, and (3) any cases showing symptoms of a communicable disease should be reported to the health officer.

No child or other person excluded from school on account of having or of being suspected of having a quarantinable disease shall be readmitted to school until he or she presents a certificate from a physician stating that the condition for which the child was excluded was not communicable, or until he or she presents a certificate from the health officer indicating release from quarantine.

Children suffering from impetigo, scabies, ringworm or favus may attend school when the services of a school nurse or school physician are available daily for the supervision and inspection of the adequacy of the dressings applied to the lesions.

5. PROTECTION FROM PHYSICAL INJURY. The increasing danger to the child due to the rapidly changing situations in our mode of living calls for definite instruction in safe practices. He will need to learn to discriminate between dangers that are to be avoided and those that must be faced, and to develop the skills or practices that will protect him from the accidents that may occur. The importance

of this part of the health program is illustrated in the fact that in the age group from five to fourteen years, accidents cause nearly three times as many deaths as any single disease. That safety education in the schools is effective, is implied in the following quotation from the Report of the Committee on the School Child of the White House Conference on Child Health and Protection in "The School Health Program": "Figures recently compiled by the Federal Bureau of the Census show that during the last seven years, which happens to be about the period during which intensive work in safety education in the schools has been carried on, the accident mortality of adults has increased 32 per cent, while during the same period the accident mortality of children has remained practically stationary in spite of the increase of population and the increased number of automobiles and other hazards."

6. PROVISIONS FOR DESIRABLE EMOTIONAL AND SOCIAL EXPERIENCES. The teacher, who is working for the development of the *whole* child, will readily understand why this sixth condition is added. When all of the first five conditions are taken care of, but the child is continually facing defeat and is in constant fear of meeting the disapproval of parent or teacher, all necessary conditions have not been provided for his best growth and development. Mental, emotional and social aspects must be included, as well as physical, in order to meet the needs of the whole child. No matter how fine his physical condition may be, he cannot be said to be an example of the ideal for which we are working in child health, if he does not have a wholesome personality.

Opportunities for growth in personality come through the daily experiences of the child. The sympathetic teacher will aid the pupil in gaining control of himself and in strengthening traits essential to a well rounded life. The lists for each grade under Wholesome Personality² will suggest attitudes and practices to be encouraged.

To be helpful, the teacher herself should be imbued with a love of justice, enthusiasm, kindness, a sense of humor, and emotional stability. Her criterion for this phase of the program will be the welfare of the *whole* child—that he is ever growing in wholesome social relationships with all others.

OBJECTIVES OF THE COURSE

As indicated on the chart page 40, the primary objectives of health instruction and physical activities are to help the pupils to build emotionalized attitudes toward worthy health practices; to make desirable adjustments to health situations in their environment; to enjoy conditions and practices that are favorable to the promotion of health.

For the convenience of the teacher, the material has been organized

¹ Committee on the School Child of the White House Conference on Child Health and Protection. *The School Health Program*. New York: Century Company. 1932, p. 180.

² The statements under Evidences of Growth in the section on Wholesome Personality include, in the most part, those outcomes found in "Health Behavior" prepared by Dr. Thomas D. Wood and Dr. Marlon O. Lerrigo. The book has been most helpful in the preparation of this material.

under thirteen topics which are related to conditions for growth and development. These topics are:

- | | |
|---|---|
| 1. Cleanliness | 8. Prevention of Communicable Disease and Other Illnesses |
| 2. Fresh Air and Sunshine | 9. Clothing |
| 3. Food | 10. Safety Education |
| 4. Rest and Sleep | 11. First Aid |
| 5. Play and Work | 12. Stimulants and Narcotics |
| 6. Posture | 13. Wholesome Personality |
| 7. Prevention, Detection and Correction of Health Handicaps | |

The first objective of the teacher is to help the pupils to *build up emotionalized attitudes* toward worthy health practices. The playground may be of ample space for all to participate in activities, the lavatory may be equipped with basins, warm water, soap and towels, but if the child does not find pleasure in the games, or satisfaction in clean hands, there will be little carry-over in these activities when he is out of school. There must be something pleasurable or satisfying in the health practice if it is to have any lasting effect on behavior.

The second objective of the teacher is to help the pupils to *make desirable adjustments* to health situations in their environment. Health teaching and instruction must be adapted to the age, ability, and interests of the pupil. Even then the lesson will not be effective until the pupil is able to adapt the suggestions to his individual case. For example, if there is no bath tub in his home, he should be taught how it is possible to keep the body clean when only a basin is available. If only fifteen cents is allowed for his lunch, he should learn how to choose the best food for that amount.

Only as children find satisfaction in doing those things which tend for better ways of living, can we expect these practices to be continued when they are left to their own responsibility. The third objective, therefore, of the teacher is to help the pupils to *enjoy conditions and practices* that are favorable to the promotion of health. Children need to see the advantages of safe practices, of sound teeth, of self-control, of clean and well-nourished bodies. This is not to be the transitory satisfaction of winning stars or prizes, neither that of doing better than some one else, but the satisfaction of finding that one is able to do something that is worthwhile and is able to take responsibility for doing it.

SUGGESTED ACTIVITIES AND PROCEDURES

With health behavior set as the goal in health education, emphasis must be placed on activity as the basis of learning. Situations within the pupils' experiences in school, in the home, and in the community should be used as opportunities for health practices and as the basis of discussions on their own health problems. The importance of these procedures must be appreciated by the teacher in order to secure the desired results.

SITUATIONS AT SCHOOL

In column three of the chart, page 40, examples of type situations occurring at school will be found. These will suggest many others

to teachers. Anne Whitney in the *Journal of Health and Physical Education* for May, 1933, says that to use those situations within the child's environment that will be of most value to the teacher's own particular group "means training ourselves as teachers to search for the dynamic materials which lie richly about the daily lives of pupils, that we may help children to self-education in meeting the real problems of living, the solution of which offers continuously a fresh challenge, and builds in children a self-reliance and the feeling of security which comes only of success in thinking one's self out of a difficulty."¹

DEMONSTRATIONS AND DRAMATIZATIONS

For some of the practices associated with the home and the community, demonstrations and dramatizations are suggested in column four. When the latter are developed, the teacher should remember that the nearer the approach is to a real life situation, the more likelihood there is of a carry-over in practice. For example, instead of making the scene a castle, encourage the choice of homes like their own; instead of animals carrying their lunches to school, suggest that boys' and girls' activities may be made even more entertaining and worthwhile.

One of the best health projects for the elementary grades is The Child's Day. This may include: Wakening in the morning, dressing, preparing for and eating breakfast, helping mother, preparing for school, traveling to school (safety to be emphasized), participating in activities at school, preparing for and eating the noon meal, completing school activities, returning home, playing outdoors, helping mother, preparing for and eating the evening meal, enjoying an evening at home, preparing for bed. The time for rising and retiring will depend upon the age of the group with which the project is used. In like manner all of the objectives for the year in primary grades may be developed. Some teachers have correlated such a program with their language and reading. Others have also included hand-work and completed the project with a movie that illustrated the different situations the child had experienced through the day. For older boys and girls it is good training for each to work out his or her own daily program of living and discuss with the group the points in which they think the programs are strong or should be modified.

SUCCESS MEASURED BY PUPIL GROWTH

Throughout the course emphasis is placed on *evidences of pupil growth*. This course of study contemplates that the teacher shall be a constant student of her own pupils, that she shall observe their work and play, and determine on a basis of these observations the means necessary to make her program effective. Each year the evidences of pupil growth are to be the criteria by which the school and the teacher are to measure the results of health training and health instruction. Pupils should constantly gain in the ability to solve health problems:

¹ American Physical Education Association. *Journal of Health and Physical Education*. American Physical Education Association, Ann Arbor, Michigan. May, 1933. Page 39.

1. By facing them squarely.
2. By discovering suggestions for their solution,
3. By determining the best suggestions,
4. By applying these suggestions to the solution of the problem.

Some evidences may be measured with paper and pencil tests, but the best types of learning express themselves in desirable emotionalized attitudes and in the value of the practices, skills and knowledges attained.

TIME ALLOTMENT

In the primary grades as the teacher becomes more familiar with the objectives for her group, she will see more possibilities of correlating these attitudes and practices with other subjects of study and in actual classroom situations. She will also be able to help the children to gain many of the simple knowledges through natural experiences and without formal teaching.

In the upper grades the same procedure will be followed but more attention should be given to health instruction whether the work is carried on with a separate period for health instruction or as a part of an integrated program.

The time allocated will depend upon the extent to which health outcomes are integrated with the day's program. The more completely these outcomes can be integrated and correlated with large units of activity the more effective will the work become. For those schools working on an activity basis the "Evidences of Growth" throughout the course furnish excellent checks on the success of the program as it relates to the health objective.

By utilizing all school situations involving health practices as proper subject matter (that is, the morning survey, recess and physical activity periods, lunch periods, school journeys) and by integrating this work with large units of study, the amount of time definitely allocated to health instruction for grades 1-6 may be reduced to approximately the following:

- GRADES 1-2 One fifteen-minute period weekly
- GRADES 3-4 Two twenty-minute periods weekly
- GRADES 5-6 Two thirty-minute periods weekly or
Three twenty-minute periods weekly

These periods should be used specifically for developing those phases of the program which have not been completed in the more informal work.

For physical education activities, the following minimum time allotment is suggested:

- GRADES 1-4 Eighteen minutes daily
- GRADES 5-6 Eighteen minutes daily or
Three thirty-minute periods weekly

When this program is followed, two additional fifteen-minute periods daily should be devoted to recess. The thirty minutes usually given over to recess daily should be added to the physical education time. This time should be divided into periods appropriate to the needs of the group. No school session in the first six grades should be without a period for physical activities.

GRADE FOUR*

I. Cleanliness

EVIDENCES OF PUPIL GROWTH

1. Takes responsibility of continuing practices in cleanliness taught at school or at home.
2. Increasingly takes more responsibility for cleanliness of some conditions at home; as care of his own belongings, and some tasks which help to keep the home neat.
3. Helps to destroy breeding places of mosquitoes by preventing the accumulation of water in cans or other containers.
4. Helps to prevent breeding of flies by keeping garbage containers covered.

SUGGESTED ACTIVITIES AND PROCEDURES

The class discusses: What habits of cleanliness are practiced at school without the pupils being reminded by the teacher? Children make a list of these and then decide upon some plan which will help them to remember any necessary practices which they forget. The suggestions for No. 2 should be adapted to the home conditions of the pupils. The best time for discussion of Nos. 2-4 is usually when mothers are working at spring house-cleaning, but children should understand that it is necessary to give attention to cleanliness all through the year. Get a report from each one to learn what fourth graders do in helping to keep homes neat. Teacher appoints a committee to make a survey of the room. After the class hears their report, plans are made to improve conditions.

II. Fresh Air and Sunshine

EVIDENCES OF PUPIL GROWTH

1. Likes to work and study in well ventilated rooms.
2. Knows that the temperature of school and living rooms should be about 68°F to 70°F.
3. Helps with opening and closing windows to keep the home or schoolroom well ventilated when window ventilation is used.
4. When a mechanical ventilating system is used, helps to maintain conditions necessary for effective ventilation.

SUGGESTED ACTIVITIES AND PROCEDURES

Make a study of the thermometer in the classroom. If it is small and stationary secure a larger one which may be examined by the

* Before working on any unit for this year, the teacher should review the material under the same topic given in preceding grades. Some outcomes will require additional emphasis. In such a case, a new approach should be used and activities introduced which appeal to the interest of the older group.

pupils. Pupils make drawings of one and work out original designs for the mounting. At the side of the drawing have spaces for recording the temperature. Appoint a pupil to keep a record of the temperature in the classroom for one week, then give other pupils the same experience. Make a chart of the readings. If any building project is in process in the room, suggest that some pupils make ventilators for windows. If advisable take the class to the basement to see the ducts of the ventilating system that they may visualize the passage of the outside air to the classroom. In schools having a mechanical ventilating system, it is the responsibility of the janitor and principal to see that the temperature is between 68 and 70 degrees.

III. Food

EVIDENCES OF PUPIL GROWTH

1. Knows that milk and vegetables are important foods for building bones and teeth because they are rich in mineral salts.
2. Eats foods that help to build sound teeth, as milk, vegetables, oranges, and other fruits.
3. Takes a quart of milk a day when provided, and advisable.
4. Knows that through chewing of hard foods such as zwieback helps to make sound teeth.
5. Eats daily hard breads, or other food requiring vigorous chewing.
6. Knows that candy eaten between meals spoils the appetite for body-building foods served at mealtime.
7. Knows that children who eat much candy usually have poor teeth.
8. Refrains from eating candy frequently, and then usually at end of meals.
9. Knows sugar gives power to play and work but nothing to make the body grow.
10. Knows the results of experiments in which some animals had milk and others had coffee or candy with their food.

SUGGESTED ACTIVITIES

In this grade foods are studied in their relation to building sound teeth.

BUILDING SOUND TEETH

Purpose. To interest children in eating foods that help to build sound teeth.

PROCEDURE

Assignment. Ask pupils to bring little pocket mirrors to school.

Approach. Explain the importance of the six-year molars and where to find them. Then ask each child to find his own and report on them as follows:

The Six-Year or First Permanent Molars

1. How many should there be?
2. How many are found?
3. How many have been extracted?
4. How many have visible cavities?
5. How many look clean?

Assignment. Propose writing a story of each one's own six-year or first permanent molars.

Title My First Permanent Molars

Chapter 1. How I found them.

Chapter 2. The report made. (Answers to questions above.)

Chapter 3. How I keep my teeth clean.

Chapter 4. What I am doing to build sound teeth. (This will include summary of discussions on Nos. 1-10.)

Illustrations

Chapter 1. Outline of a molar.

Chapter 2. Outline of teeth in both jaws, with first permanent molars marked as each found his own, for example, a black dot to indicate a cavity.

Chapter 3. Drawing of the type of toothbrush used and the place where it is kept.

Chapter 4. Pictures of foods that the child is eating and drinking which he has learned help to build teeth.

Vocabulary. List of new words which are used in writing the story.

Report. Blank space to record visits to dentist and conditions found later.

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IV. Rest and Sleep

EVIDENCES OF PUPIL GROWTH

1. Spends eleven hours in bed at rest or asleep.
2. Opens the windows before going to bed.
3. Knows how to adjust the window in accordance with the weather.
4. Rises promptly in the morning.
5. Usually prefers regular hours of sleep to staying up late for such reasons as going to movies, listening to radio programs and the like.

SUGGESTED ACTIVITIES AND PROCEDURES

Class discuss. How many times does a boy need to be called in the morning? Bring out some reasons why it is hard for some to waken easily in the morning. Lead discussion to making suggestions for helping mothers whose children are sleepy and cross in the morning. Propose putting these suggestions into a play. The evening meal, the type of play, the quieter play before retiring, the preparation for bed, the conditions in sleeping rooms, the happy thoughts before going to sleep, should be included. The title might be " 'Good Morning' at Grandfather's Farm."

V. Play and Work

EVIDENCES OF PUPIL GROWTH

1. Knows how to sit, stand, walk or run correctly.
2. Has good posture when standing, sitting, or walking.
3. Is able to perform the feats suitable for his age, in running, jumping, climbing, throwing, and batting balls, and is ready to compete with other children.
4. Has courage to learn to do new feats.
5. Is a cheerful loser and a generous winner.
6. Appreciates the right of others when playing games.
7. Is learning not to shirk disagreeable duties.
8. Takes satisfaction in being able to do some tasks well.

SUGGESTED ACTIVITIES AND PROCEDURES

There may be content in the pupil's health text on the need of play and other activities which may help the child to appreciate why play periods are provided in the school program. Nothing will secure the desired results like giving the child an opportunity to play and develop certain skills within his ability. To secure Nos. 7 and 8, the pupil must be given some tasks in which he is able to meet success. The child who is facing failure each day should be given some activity in which he can gain some satisfaction for at least a part of the day.

For games and other activities for this grade see pages 72-73.

VI. Posture

EVIDENCES OF PUPIL GROWTH

1. Knows how to sit, stand, walk, or run correctly.
2. Has good posture when standing, sitting, or walking.
3. Gives attention to light when reading or working on fine materials.
4. Admires good posture in others.

SUGGESTED ACTIVITIES AND PROCEDURES

Help pupils to see that standing tall improves the appearance. Secure good pictures of happy children playing or working and stimulate pupils to note the posture. Stimulate the class to see that boys and girls who are well and strong, who eat wholesome food and sleep long enough to get rested, usually have good posture unless they form careless habits in school. Pupils demonstrate No. 3.

VII. Prevention, Detection and Correction of Health Handicaps

GENERAL

EVIDENCES OF PUPIL GROWTH

1. Has confidence in the ability of the physician, nurse, and dentist.
2. Has an increasing interest in his health examination.
3. Cooperates with parents and physician when treatment for any handicap is necessary.
4. Understands that for some illnesses better care can be given at the hospital than in the home.

SUGGESTED ACTIVITIES AND PROCEDURES

The health examination, the correction of any health handicaps of members in the class, and hospital service of any friend or member of the class or family provide experiences on which to base discussions that will contribute to Nos. 1-4. The teacher, of course, will use tact by bringing out the positive results of these experiences.

CARE OF THE EYES

EVIDENCES OF PUPIL GROWTH

1. Gives attention to light when reading or working on fine material.
2. Knows that when the eyes ache, or when one has trouble in seeing things distinctly the eyes should be examined.
3. Knows that when tears will not wash out foreign bodies from the eye, the particles should be removed carefully by a skilled person.
4. Avoid sitting too close to the screen when attending the movies.

SUGGESTED ACTIVITIES AND PROCEDURES

Raise the following questions for discussion: What have we learned about the care of the eyes in grades one to three? What care have we given them in the classroom? Have we had any cases of "pink eye"? If so, what was done to protect the children who did not have it? Have any members of the class been fitted with glasses? If so, what practices have they in the use and care of the glasses? What additional practices related to the care of the eyes can be expected of fourth graders? See Nos. 1-4.

CARE OF THE FEET

EVIDENCES OF PUPIL GROWTH

1. Keeps toe nails short and cut straight across.
2. Takes care of any blister, sore or cut on the foot.
3. Knows that one should walk with toes straight ahead, and weight well forward on the balls of the feet.

SUGGESTED ACTIVITIES AND PROCEDURES

Demonstrate each of Nos. 1-3 when some incident provides a situation that is timely. Test children on points learned in Grade Three that were to be remembered when selecting new hose and shoes.

CARE OF THE NOSE, THROAT, AND EARS

EVIDENCES OF PUPIL GROWTH

1. Knows that the treatment for a "cold" or sore throat should be given in the very beginning.
2. Tells parents, nurse, or physician of any pain or discharging of the ear.
3. Knows that anyone with discharging ears should not go in swimming because of the danger to others as well as to himself.
4. Knows that "colds" and sore throats are communicable, therefore, he should stay away from other persons as much as possible when suffering with either.

SUGGESTED ACTIVITIES AND PROCEDURES

Let the emphasis in this grade be on good hearing. Discuss: What pleasures would we miss if we could not hear? What work is not safe for a hard-of-hearing person to do? What practices have we learned that protect the ears? From a simple outline on the board show that a little tube leads from the throat to the inner ear. By this approach help children to become interested in the prevention of "colds" and then lead to the discussions on Nos. 1-4.

CARE OF THE SKIN, HAIR, AND NAILS

EVIDENCES OF PUPIL GROWTH

1. Takes a cleansing bath with warm water and soap more than once a week.
2. Knows the best way to clean hands.
3. Knows when one need not to be ashamed of soiled hands.
4. Uses his own manicure articles effectively.
5. Knows how to prevent or care for hangnails.
6. Knows how to prevent or care for chapped hands.
7. Knows why hands should be washed thoroughly before handling food.

8. Knows that hands should be clean when giving first aid.
9. Knows how to care for hands when frosted.
10. Knows gloves and mittens should be given proper care to protect hands, for example, clean gloves, dry mittens.
11. Refrains from keeping the hands on his face.
12. Refrains as far as possible from contact with persons who have skin diseases, or with their belongings.

SUGGESTED ACTIVITIES AND PROCEDURES

Work out teaching unit on the care of the hands. Include demonstrations or dramatizations for Nos. 2-12.

CARE OF THE TEETH AND MOUTH

EVIDENCES OF PUPIL GROWTH

1. Eats some of the foods which help build sound teeth.
2. Knows why one should not kiss a person on the mouth.
3. Knows that putting foreign articles in the mouth may transmit disease, cause accidents, make a poor appearance, and destroy articles.
4. Knows that using mouth pieces of brass musical instruments which have been used by another may cause blistered lips.
5. Knows that the mouth piece of a musical instrument should be sterilized by boiling in water or washing in antiseptic solution whenever used by another person, and also, occasionally when only one person is using it.

SUGGESTED ACTIVITIES AND PROCEDURES

Correlate No. 1 with unit on Food, page 15. Discuss No. 2 with pupils. Secure picture of someone kissing a baby on the cheek or away from the mouth. Children examine their penholders and pencils to note any indications of tooth marks. Discussions on Nos. 4 and 5 may be omitted if no child is playing on instrument with mouthpiece.

VIII. Prevention of Communicable Disease and Other Illnesses

EVIDENCES OF PUPIL GROWTH

1. Appreciates the value of preventive measures when a case of a communicable disease is in the community and is not frightened at its existence.
2. Observes quarantine.
3. Is willing to stay away from crowded places during epidemics.
4. Refrains from drinking water from unknown wells, springs, or streams.
5. Provides drinking water for hike unless he knows water on route is safe.

6. When picnicking or camping is careful to keep the grounds in sanitary condition.

SUGGESTED ACTIVITIES AND PROCEDURES

When there is a case quarantined in the community discuss with the class (1) the purpose of quarantining, (2) the meaning of epidemics, and (3) what fourth graders can do to help prevent epidemics. Discussions on Nos. 4-6 should be at that season when pupils are taking hikes, and going on picnics.

IX. Clothing

EVIDENCES OF PUPIL GROWTH

1. Changes underclothing and hose at least once a week, more often if possible.
2. Knows how to wash his own clothing satisfactorily when necessary.
3. Brushes and polishes shoes and keeps them clean.

SUGGESTED ACTIVITIES AND PROCEDURES

The amount of time given to this unit will depend upon the home conditions of pupils. Discuss with class why No. 1 is necessary and how pupils might wash their own clothing if no one at home were able to take care of them. A demonstration of No. 3 in some schools would be advisable.

X. Safety Education

GENERAL

EVIDENCES OF PUPIL GROWTH

1. Appreciates a difference between' foolhardiness and bravery.
2. Avoids foolish unnecessary risks that he may be free to do things that are worthwhile.

SUGGESTED ACTIVITIES AND PROCEDURES

The best opportunities for lessons on Nos. 1 and 2 will be on the playground, and on school journeys or hikes. The teacher keeping these objectives in mind will find incidents in reading and other subjects which will provide illustrations for discussions on real bravery. Pupils bring in clippings of accidents and rescues; determine whether the person was foolhardy or brave.

SAFETY EDUCATION RELATIVE TO TRAFFIC AND THE USE OF STREETS AND HIGHWAYS

EVIDENCES OF PUPIL GROWTH

1. Observes all danger signs and signals.
2. Is careful when riding a bicycle.
3. Refrains from riding on handle bars of a bicycle.

4. Avoids throwing sticks or pieces of wire over electric light wires or flying kites near such wires.
5. Understands the danger of broken electrical wires and keeps away from such sagging wires after a sleet or wind storm, and knows that a policeman, a fireman, or an electric light company should be called at once.
6. Knows that a person who has been shocked and is in contact with live wires should not be touched.

SUGGESTED ACTIVITIES AND PROCEDURES

Discuss: What practices related to traffic and the use of streets or highways that have been taught in grades one to three are observed by the majority of the fourth grade? What danger signs and signals are in the community or on routes traveled? What signs would pupils suggest on routes over which they hike? When kite-flying time arrives place on bulletin board, Safe Places for Kite Flying. Under this heading record places proposed by pupils, after each site has been approved by group. Call for dramatizations of what to do in situations included in Nos. 5 and 6.

PREVENTION OF FIRE

EVIDENCES OF PUPIL GROWTH

1. Tries to prevent accidents from fire.
2. Knows that carefulness helps to prevent fires.
3. Knows the causes of many fires: matches, lighted cigars and cigarettes, bonfires, ashes in flammable containers, electric irons, candles, starting fire with kerosene, explosion of gasoline and "cleaners," carelessness about gas and coal stoves, overheated stoves and furnaces, rubbish, oily rags and mops, flammable Christmas decorations and Fourth of July fireworks, fires in the woods—carelessness of campers and others.
4. Knows what to do in case of fire: tell older person, call telephone operator or fire department, or use fire alarm box.
5. Knows what to do if caught in burning building: think quickly where nearest safe exit is; crawl along floor, to avoid breathing smoke, toward exit; call for help.

SUGGESTED ACTIVITIES AND PROCEDURES

Ask each pupil to learn the cause of some fire of which he has heard. In class list the causes and have pupils discuss how each might have been prevented. Plan how to send in an alarm of fire from the school; from home. Make a trip to the fire house, if near. Write a story telling, "What Happens in the Firehouse When the Alarm Sounds." Dramatizations of Nos. 4 and 5 will help pupils to remember what to do in case of emergencies of this group. Explain that in case of a fire, an inside door if hot should not be opened but escape should be made through a window or an outside door. In burning buildings death is due more often to breathing superheated air than to burns.

PLAY AND OTHER ACTIVITIES

EVIDENCES OF PUPIL GROWTH

1. Keeps away from trees, poles, wire fences and barns during an electrical storm.
2. Refrains from teasing and throwing objects at animals.
3. Knows the danger in using slingshots and the like.
4. Avoids pointing weapon at anyone.
5. Knows games such as "Snap the Whip" are dangerous.
6. Refrains from crowding, pushing or tripping his playmates.
7. Knows how and where to snowball without danger.
8. Avoids skating on thin ice and in dangerous places.
9. Refrains from talking to anyone operating a power-driven machine.
10. Knows that a ladder is securely placed before climbing.
11. Knows how to brace oneself properly when lifting a load.
12. Refrains from lifting excessive loads.
13. Knows the danger of dugouts caving in.
14. Knows that he should wait at least one hour after a meal before going in swimming. (Some physicians advise two hours.)
15. Uses caution when in, near, or on water.
16. Avoids playing on rafts and in canoes.
17. Knows that being able to swim may be a means of protecting self and others in the water.
18. Is reasonably careful when learning to swim or dive.
19. Knows the danger of leaving soap where others may slip on it, especially in shower rooms.
20. Refrains from running on sidewalk around swimming pool.
21. Refrains from swimming or playing alone in pool.
22. Avoids going in deep end of pool unless able to swim.
23. Calls "Help" while in the water only when actually in trouble.
24. Knows some of the measures taken at the zoo for protection of the people and the animals.

SUGGESTED ACTIVITIES AND PROCEDURES

Since there are so many situations in the pupil's activities that require safety practices it will be necessary to work out some plan whereby many may be included in one lesson. The question, "Why is each situation or practice dangerous?" can be raised. To stimulate

an interest in these practices each child may be asked to make an illustration of one of the situations included in this unit but put no caption on it. The drawings or posters will be collected and used in a test or game. The point will be to explain why the situation illustrated is dangerous or what practice related to it will protect one from danger. If pupils do not have any opportunity to use swimming pools, time need not be given in this grade to discussions relative to them.

PREVENTION OF ACCIDENTS IN THE HOME

EVIDENCES OF PUPIL GROWTH

1. Helps to keep rugs flat and in place that no one may trip on them.
2. Knows the danger of placing objects on window sills or propping windows open with objects.
3. Avoids using a rocking chair as a stepladder.
4. Helps to keep stairs and steps free from obstacles which might cause falls.
5. Refrains from leaving any food or liquids on the floor which might cause one to slip.

SUGGESTED ACTIVITIES AND PROCEDURES

Discuss falls that have occurred in homes and how they might have been prevented. Have pupils report later on what they find to do at home to help prevent falls.

XI. First Aid

EVIDENCES OF PUPIL GROWTH

1. Can detect the odor of gas escaping from gas fixtures or coal stoves.
2. Knows that windows and doors should be opened immediately when the odor of gas is evident, how to turn off gas or adjust the stove and that the condition should be reported to an older person.
3. Knows simple first aid treatment for hicough, choking, nosebleed, abrasions, foreign substance in the eye, teeth knocked out, frost bite.
4. Knows how to call for physician in case of emergency when older person is not available.
5. Tries to keep calm in case of accident or injury—does not become frightened or excited.
6. Wishes to help the injured person.

SUGGESTED ACTIVITIES AND PROCEDURES

Dramatize or demonstrate situations included under Nos. 1-4. When actual situations occur for use of first aid, help pupils to practice Nos. 5 and 6.

XII. Stimulants and Narcotics

EVIDENCES OF PUPIL GROWTH

1. Chooses to drink water, milk, and fresh fruit juices instead of fermented drinks.
2. Uses no tobacco.
3. Knows that tobacco is harmful for growing boys and girls because it hinders growth.
4. Knows athletes do not use tobacco and alcoholic drinks when in training because they can play better without them.

SUGGESTED ACTIVITIES AND PROCEDURES

Discuss: Why do athletes not use tobacco and alcoholic drinks when in training? What good reasons can be given for growing boys and girls not to use them?

XIII. Wholesome Personality

EVIDENCES OF PUPIL GROWTH

1. Persists in his work, completing his tasks successfully, reasonably often.
2. Is developing orderly habits.
3. Is learning not to shirk disagreeable duties.
4. Is curious concerning the world about him, and seeks by experiment and observation to satisfy his curiosity.
5. Has friendly relations with his companions.
6. Is courteous and considerate of his companions, and is interested in their welfare.
7. Shares his pleasures and possessions with others.

SUGGESTED ACTIVITIES AND PROCEDURES

Among the best opportunities at school for growth in wholesome personality are those furnished when group projects are in progress. As pupils work together sharing each other's experiences, taking responsibility, searching for evidence, and persevering until the project is successfully completed, there will be opportunities for growth in all the characteristics given in Nos. 1-7.

GRADE FIVE*

I. Cleanliness

EVIDENCES OF PUPIL GROWTH

1. Increasingly takes more responsibility in keeping the appearance of the playgrounds, the streets, and the parks clean.
2. Shows some responsibility in protecting food and in selecting that which has not been exposed to dirt and flies.
3. Knows how to care for milk in the home.
4. Knows how to wash dishes in a sanitary way.
5. Helps to keep kitchen, bedroom, and bathroom sanitary.

SUGGESTED ACTIVITIES AND PROCEDURES

Class reproduce in the sandtable a park in the community. Pupils suggest improvements that may be made in the appearance of the park. What responsibility should each member of the class take in keeping the park and streets clean? Visit markets, bakeries, and other places where food is sold; pupils report methods observed for protecting food from dirt and flies. Work out project Clean Milk. Let this be a story of the care of milk from the cow to the table where it is served. Assign different groups to make suggestions for keeping sanitary one of the rooms mentioned in No. 5. When reports are made the class should evaluate the suggestions listed and correct or add to the reports given by the groups.

REFERENCE

AMERICAN CHILD HEALTH ASSOCIATION. Clean, Safe Milk from Producer to Consumer. American Child Health Association, 450 Seventh Avenue, New York City. \$.10

II. Fresh Air and Sunshine

EVIDENCES OF PUPIL GROWTH

1. Plays outdoors if possible at least three hours daily.
2. Has a keen enjoyment of and desire for outdoor air.
3. Avoids over-crowded and poorly ventilated places when it is possible.
4. Knows that exposure to sunlight should be gradual and not enough to produce painful burn.
5. Knows that sunshine helps in bone formation, helps to make blood healthy and helps to overcome infections.

* Before working on any unit for this year, the teacher should review the material under the same topic given in preceding grades. Some outcomes will require additional emphasis. In such a case a new approach should be used and activities introduced which will appeal to the interest of the older group. The material for Grades Five and Six has been divided between the two grades, so that there will not be repetition that tends to make the work dissatisfying to the pupil. Where the same topic is repeated a different approach or emphasis will be found.

SUGGESTED ACTIVITIES AND PROCEDURES

Ask pupils to determine how many hours they usually spend outdoors each day. From material or texts available find good reasons for spending time outdoors. Discuss: What reasons for outdoor activities were found by the class? Why is it important to play in the sunshine? Is the time spent outdoors by each sufficient? What games or outdoor activities does each enjoy most? What care should be taken to avoid painful sunburn? Secure pictures illustrating outdoor activities, sites for hikes and camps, children who have benefited by summer camps and sunshine exposure. Explain to class that the vitamins in cod liver oil are so much like sunlight in the way that they help us that this oil is sometimes called "bottled sunshine." Pupils write list of good games and other activities that keep boys and girls in the fresh air and sunshine.

REFERENCE

PFAMMANN, MARY and STERN, FRANCES. *Food and Your Body*. Boston: M. Barrows and Company. 1932. See a teaching unit Sunlight for Growth.

III. Food

EVIDENCES OF PUPIL GROWTH

1. Selects a nutritious noon lunch when opportunity is given.
2. Is able to help prepare a wholesome lunch.
3. Washes hands before handling food.
4. Knows that a good diet for children includes milk, fruit, vegetables, cereals, sugar, fat (from butter and cream) and eggs or a small amount of meat.
5. Knows that choices for a noon lunch should be influenced by what is served at the evening meal.
6. Knows that growing children are better without tea, coffee, and foods like hot breads, fried foods, rich pastries and highly seasoned foods.
7. Knows that fried foods are not easily digested.
8. Refrains from choosing fried foods in cafeteria.
9. Refrains from using iced drinks in excess.
10. Knows that vitamins are substances found in some foods which are necessary for the growth of children and for the health of both old and young.
11. Knows that vitamins are needed in the daily diet and that they are furnished by milk, fresh fruits and vegetables, especially green leafy vegetables and cod liver oil.
12. Enjoys food which is wholesome.
13. Knows hygienic manner of eating.
14. Knows how to weigh himself.

SUGGESTED ACTIVITIES AND PROCEDURES

Review what was learned in grade four on the need of minerals in the diet. In grade five emphasis is to be placed on the value of vitamins. Secure charts showing pictures of animals fed on diets containing vitamins and of other animals that had no vitamins in their food. Have pupils tell incidents of sailors suffering from scurvy who were cured later by eating fresh fruits. Let them find how polar expedition parties are provided with vitamins and what happened to many babies in Holland during the World War when most of the milk was made into products to be shipped to warring nations.

If pupils eat lunch at school let this experience serve as a basis for a teaching unit on A Wholesome School Lunch. In developing this unit all points in Nos. 1-13 should be included. If lunches are brought from home the type of container for carrying the lunch and methods of packing lunch should be discussed. Where no lunches at school are eaten, some experience may be gained in making choices by having a project on the School Cafeteria. This may be prepared by the class. Pictures of foods will be cut out and mounted so that they will stand. These will be arranged in groups as soup, vegetables, meats, breads, salads, drinks, and desserts. Lunches chosen by pupils should be checked to determine whether the lunch is well balanced and supplements other meals well or not. There should be a difference in choices where a light supper or a dinner is to follow at night.

REFERENCE

PPAFFMAN, MARY and STERN, FRANCES. Food and Your Body. Boston: M. Barrows and Company. 1932. See a teaching unit A Mystery Story.

IV. Rest and Sleep

EVIDENCES OF PUPIL GROWTH

1. Spends eleven and a half hours in bed, at rest or sleep with windows open, preferably alone.
2. Knows that plenty of sleep is necessary for health and growth.
3. Knows how to adjust windows, bed clothing, and night garments, in accordance with weather, to have hygienic sleeping conditions.
4. Relaxes and goes to sleep promptly upon retiring.
5. Knows why boys and girls need more sleep than their parents.
6. Knows how to use window board or ventilator in sleeping room, when necessary, to avoid drafts, rain or snow.

SUGGESTED ACTIVITIES AND PROCEDURES

To secure interest in this topic lead discussion to the need of sleep on the part of the boys and girls in order to feel their best and to the right conditions necessary for rest and sleep. Pupils build a model sleeping room. Assign responsibilities for building and furnishing to different groups. Make the project practicable so that some suggestions may be used by the pupils in their own rooms.

V. Play and Work

EVIDENCES OF PUPIL GROWTH

1. Participates in some of the following kinds of activities:
 - a. Athletics
 - (1) Track and field events adapted to his ability.
 - (2) Team games, for example, soccer, volley ball.
 - b. Dancing, for example, folk, gymnastic or natural.
 - c. Group games and relays, for example, three deep; run sheep run; pom pom pull away.
 - d. Natural gymnastics.
 - e. Hiking.
 - f. Swimming.
 - g. Skating.
2. Is able to use tools which are necessary in certain big muscle activities: for example, hammer, saw, bicycle, skates and the like.
3. Plays vigorously out of doors at least three hours daily if possible.
4. Enjoys participation in games and sports with other children.
5. Knows that success in physical achievement is related to sleeping long hours with windows open; eating right foods at regular hours; playing out of doors; being cheerful; controlling the temper; taking proper care of the feet, including wearing the right kind of shoes and hose.
6. Knows the value of outdoor play.
7. Prefers outdoor play when weather permits to indoor forms of recreation.

SUGGESTED ACTIVITIES AND PROCEDURES

The teaching unit on this topic may be worked out through the problem: What helps a boy or girl to win success in physical activities? Help each pupil to know the essentials for No. 5 and to see how he may improve in his skills and conduct in games. For games and other activities for this grade see pages 73-75.

VI. Posture

EVIDENCES OF PUPIL GROWTH

1. Desires to have good posture.
2. Admires good posture in art.
3. Knows that the points in good sitting posture are: hips well back in the chair or seat, feet flat on the floor, and back straight without exaggerated curve either at the waistline or shoulders.
4. Checks his sitting posture often by the points above.
5. Knows that the points in good standing posture are: weight forward on both feet, with toes pointing straight ahead; chin in; chest lifted; abdomen flat; back straight; and arms hanging naturally at the sides.

6. Checks standing posture often by standing against the wall with heels a few inches from the wall, and with hips, back and head against the flat surface; then by placing the hand flat between the waistline and the wall and pressing body against it.
7. In carrying heavy books or other heavy articles, changes hands from time to time.

SUGGESTED ACTIVITIES AND PROCEDURES

Secure a few pictures that will help pupils to see the beauty of good posture. Take time to check on sitting and standing posture occasionally. Help each pupil to be able to check his own posture. Any pupil seeming to require special correction in posture should be referred to the principal or superintendent.

VII. Prevention, Detection and Correction of Health Handicaps

GENERAL

EVIDENCES OF PUPIL GROWTH

1. Has confidence in the ability of the physician, nurse, and dentist.
2. Has an increasing interest in his health examination.
3. Cooperates with parents, and physician when treatment for any handicaps is necessary.
4. Understands that for some illnesses better care can be given at the hospital than in the home.

SUGGESTED ACTIVITIES AND PROCEDURES

Discuss with class the health service furnished by the school and the advantage of the health examination. Have pupils report on health handicaps that have been corrected and the improvement which followed; also, explain how they may cooperate in getting corrections made, and how they may help to secure successful results.

CARE OF THE EYES

EVIDENCES OF PUPIL GROWTH

1. Knows the general structure of the eye and some provisions made for its protection.
2. Knows that the tiny muscles which focus the eye on near objects become tired and may be strained if they are not rested.
3. Knows reasons for health practices relative to the eye given in preceding grades.
4. Refrains from reading when lying down.
5. Avoids using the eyes steadily for a long time on fine work that strains the eyes.
6. Knows how to arrange for good lighting condition while using eyes.

7. Knows the danger of exposing a baby's eyes to direct light or sunshine.
8. Knows how to avoid the common sources of eye infection.
9. Knows how to avoid spreading an eye infection.
10. Permits only *clean* towels and handkerchiefs to touch the eye.
11. Knows the danger in using public basins for washing the eyes.
12. Knows the importance of protecting the eyes from direct sunlight when suffering from measles or scarlet fever. (Wears dark glasses.)
13. Knows the importance of caring for the eyes and resting them during convalescence.
14. Refrains from going to the movies frequently.
15. Knows reading in moving cars strains the eyes.
16. Is careful of the eyes when playing games, or doing stunts.
17. Protects his eyes from sharp instruments and feels responsibility in protecting others when using them.
18. Knows that fire works are dangerous to the eyesight.
19. Knows some home safety practices which help to protect the eyesight.
20. Knows that with injuries to the eyes it is safer to see a physician as soon as possible.
21. Knows when glasses are to be worn that they should be fitted by an ophthalmologist, the frames kept adjusted properly, the lenses kept clean, and the glasses worn as prescribed.

SUGGESTED ACTIVITIES

Pupils in this grade should have a general understanding of the structure of the eye that they may appreciate it being perhaps the most intricately and delicately constructed organ in the body. This does not call for their being able to name all parts of the eye. A teaching unit similar to the following may be of use in helping to secure the interest in the outcomes related to the eye.

THE CARE OF THE EYE

Purpose. To help pupils to give eyes proper care.

PROCEDURE

Assignment. Announce to group that you will show them in their next health class the most wonderful eyes in the world. Ask them to find anything in their texts on the eyes that they may be ready to enter into discussions that will be raised.

Approach. The teacher fits her pocket mirror into an attractive box. Each pupil is permitted to look into the box and see the most wonderful eyes in the world. When they see the reflection of their own eyes they are told to be quiet until all have looked in the box. The pupils

then discuss why they are the most wonderful. The teacher asks them to think for a few minutes what they would choose to see if they would be able to have only one more day of good sight. After this question has been discussed, lead pupils to choose to study about the eyes.

Problem 1. How is the eye protected naturally?

- a. Look at each other's eyes to learn how they are protected by the eyebrows, eyelids, eyelashes, tears.
- b. Feel bony projection that surrounds the eye.
- c. Examine illustrations to learn how delicate an organ the eye is (not to learn all the intricate parts).

Problem 2. How may we protect our eyes?

At school? At home? In play? At work? When traveling?

Examine texts and available material on the eye.

Include all points under Numbers 2-20.

Problem 3. How may one know that one's vision is not defective?

Explain simple tests that are used. Pupils test reading with each eye alone, words written on blackboard when 20 feet from the board. Help pupils to understand that an ophthalmologist should be consulted when there is any doubt about the vision.

Problem 4. When one's vision is found to be defective what should be done?

- a. Visit a competent ophthalmologist.
- b. Wear only glasses prescribed by an ophthalmologist if it becomes necessary to correct a defect in vision.
- c. Wear glasses as prescribed
- d. Give glasses proper care.
Have pupils who wear glasses demonstrate how proper care should be given.

REFERENCES

BETTER VISION INSTITUTE, 205 East 42nd Street, New York. (Charts)
COMMITTEE FOR THE PREVENTION OF BLINDNESS, 130 East 22nd Street, New York. (Pamphlets)

CARE OF THE FEET

EVIDENCES OF PUPIL GROWTH

1. Knows the essentials of a properly fitting shoe: length (space beyond big toe) width (room for toes to move with ease), shape (straight inner line from toe to heel), heels (low and broad).
2. Examines shoes to learn whether or not they are in good repair, especially the heels.

3. Chooses to wear a hygienic shoe.
4. Changes hose several times a week.
5. Knows why one should not wear hose that are short in the feet.
6. Washes and mends own hose when necessary.
7. Refrains from wearing waterproof footwear except on appropriate occasions.
8. Knows danger of infection as "athlete's foot" to bare feet when stepping on exposed places.
9. Chooses soft places to practice jumping rather than hard pavements.

SUGGESTED ACTIVITIES AND PROCEDURES

To stimulate an interest in this teaching unit collect shoes of various types. Pupils study the form of the human foot by examining their own, by looking at models and illustrations. Discuss the advantages of different types of shoes worn by different people, for example, the Indian's moccasin. Call on pupils for demonstrations or discussions of Nos. 1-9.

CARE OF THE NOSE, THROAT, AND EARS

EVIDENCES OF PUPIL GROWTH

1. Continues practices suggested for preceding grades and gives special attention to any in which one is weak.

SUGGESTED ACTIVITIES AND PROCEDURES

Explain to grade five the plan of the course in health instruction. Discuss with them the list for grade one under Evidences of Growth. Question class as to whether they have brothers or sisters in this grade. Class determines the best answers to the following:

1. Are these practices too difficult for grade one?
2. Can you see any improvement in first graders that you know?
3. What might be done by grade five to help grade one improve in these practices?
4. What would you grade yourself on these first grade achievements?

Work out the same plan with the lists under the same topic for grades 2, 3, and 4. Class determines which practices are necessary for the fifth grade to give additional attention. Keep list and check occasionally to learn of any improvements made by class.

CARE OF THE SKIN, HAIR, AND NAILS

EVIDENCES OF PUPIL GROWTH

1. Brushes and combs the hair every morning and at other appropriate times.
2. Uses his own comb and brush and keeps them clean.

3. Knows that some diseases of the scalp may be carried by comb and brush.
4. Shampoos hair with warm water and soap often enough to keep the hair and scalp clean.
5. Dries the hair thoroughly after a shampoo.
6. Massages the scalp by brisk rubbing or brushing.
7. Keeps the hair trimmed or fastened so that it does not hang in the eyes.
8. Knows how to prevent or treat pediculosis.

SUGGESTED ACTIVITIES AND PROCEDURES

The care of the hair is to be emphasized in this grade. Discuss with class the growth of hair, the need of keeping scalp in good condition through cleanliness and thorough massage. Why is the massage good for the hair? To stimulate interest in clean scalps, demonstrate a shampoo. If this is not advisable, have the class work out the procedure step by step for giving a shampoo and caring for brush and comb. Have an inspection to find whether all pupils arrange hair so that it will not fall into the eyes. Ask a boy and a girl to report on the following: What would you do if you found lice in your hair when your mother was either ill or away from home? Choose pupils who will not be embarrassed by this question and who will give practical suggestions.

CARE OF THE TEETH AND MOUTH

EVIDENCES OF PUPIL GROWTH

1. Continue emphasis on practices suggested for previous grades and review knowledges given if necessary.

SUGGESTED ACTIVITIES AND PROCEDURES

Work out a health knowledge test for grade five which will indicate whether or not the pupils understand clearly the points discussed under this topic in preceding grades. For checking on the practices related to this unit, use questions and suggestions under Care of the Nose, Throat and Ears, page 33.

VIII. Prevention of Communicable Disease and Other Illnesses

EVIDENCES OF PUPIL GROWTH

1. Cooperates in making worthwhile the morning survey for indications of communicable disease.
2. Knows the morning survey helps to protect the well child from exposure and the ill child by provision of attention to his needs.
3. Cooperates with his parents in efforts to check "colds" in an early stage.
4. Knows colds may be passed from one person to another by using a common drinking cup.

5. Refrains from using cup, fork or spoon of another person until dishes are washed thoroughly with soap and hot water and rinsed with scalding water.

SUGGESTED ACTIVITIES AND PROCEDURES

After discussion on what the school does to prevent the spread of communicable disease, suggest that the class write a little play on "A Health Project that Paid." Situation: a case of measles in the grade. Procedures used to prevent an epidemic: formal morning survey (see page 9) at school, care in eating with clean hands at school and at home, strict observance of quarantine, results secured.

To stimulate an interest in Numbers 3-5, each pupil writes an account of "What My Family Does to Prevent Colds." The story will be about each one's own family. It should include, also, the measures taken to prevent the spread of the common "cold" in the family when one member has a "cold."

IX. Clothing

EVIDENCES OF PUPIL GROWTH

1. Wears clothing with greatest weight hanging from the shoulders.
2. Prefers to wear loose clothing suitably adjusted for comfort and vigorous activity.
3. Knows that tight clothing like garters hinders the circulation of the blood.
4. Knows that tight belts or bands may hinder the work of the organs in the body.
5. Chooses to wear a hygienic shoe.
6. Refrains from wearing waterproof material except on appropriate occasions.
7. Wears a suitable suit when swimming.

SUGGESTED ACTIVITIES AND PROCEDURES

In this grade let the emphasis be on clothing suitable for play. Discuss the need of freedom for activity and simplicity for safety when selecting garments for play. Give pupils a general idea of bodily structure that they may understand the harm of tight clothing. Nos. 5 and 6 will also be included in Care of the Feet, page 32.

X. Safety Education

GENERAL

EVIDENCES OF PUPIL GROWTH

1. Prefers to prepare and train for good adventure rather than foolishly suffer from bad adventure.
2. Desires to prevent accidents in the community and to interest others in safety practices.

3. Knows the wise way to do a thing is, also, a safe way.
4. Knows that right living helps to keep people fit and thus aids in the prevention of accidents.
5. Regards carelessness and recklessness as indications of poor thinking.

SUGGESTED ACTIVITIES AND PROCEDURES

Place the following statements on the board at various times:

1. Better prepare and train for good adventure than foolishly suffer from bad adventure.
2. Prevention of accidents in the community is one responsibility of citizenship.
3. The wise way to do a thing is, also, a safe way.
4. Right living helps to keep people fit and thus aids in the prevention of accidents.
5. Carelessness and recklessness are indications of poor thinking.

After discussions, call on some pupils to be prepared to illustrate one with a story read or better some experience known to the pupil.

SAFETY EDUCATION RELATIVE TO TRAFFIC AND THE USE OF STREETS AND HIGHWAYS

EVIDENCES OF PUPIL GROWTH

1. Knows rules for pedestrians, bicycles, wagons, and automobiles when on the highway.
2. Observes traffic regulations when traveling on highway.
3. Avoids using railroad tracks as pathway.

SUGGESTED ACTIVITIES AND PROCEDURES

In efforts to secure results in safety practices related to traffic refer to those suggested for former grades. Pupils give reasons why it is necessary to give attention to these practices in these grades. Discuss purpose of safety patrols and what the fifth grade can do to help prevent accidents on the street or highway. If there is a club in grade five, have a committee on safety to report progress made. Ask some boys to report to class on Number 1. Use bulletin board to make any interesting announcements. Report on safety posters available.

References

AMERICAN AUTOMOBILE ASSOCIATION, Safety Department. Secure posters and teaching units from local office.

NATIONAL SAFETY EDUCATION ASSOCIATION. Safety Education Magazine. (Poster each month.) National Safety Education Association, 1 Park Avenue, New York.

SAFETY EDUCATION RELATIVE TO THE PREVENTION OF FIRE

EVIDENCES OF PUPIL GROWTH

1. Discovers ways in which the fifth grade may help to prevent fires. (See causes of fires listed in grade four.)
2. Knows the possible danger of having gasoline or other combustible fluid in a building.
3. Knows that there is danger in putting excelsior or other highly flammable material in a stove or furnace.
4. Makes certain not to turn a kerosene stove or lamp wick up too high at first.
5. Makes certain to clean and thoroughly dry kerosene lamps and stoves and to trim the wicks straight.
6. Is familiar with the best methods for extinguishing brush fires.

SUGGESTED ACTIVITIES AND PROCEDURES

Bring these situations into a project on Safety at Home, page 38.

PLAY AND OTHER ACTIVITIES

EVIDENCES OF PUPIL GROWTH

1. Knows danger of handling firearms, toy pistols, and rifles.
2. Refuses to play with firearms.
3. Avoids needless handling of insects.
4. Knows common insects which may harm us.
5. Is careful to avoid accidents when playing with hard ball.
6. Reports defects in playground apparatus to teacher.
7. Dives only from end of pool where provision has been made for diving.
8. Knows that the space in front of the diving board should be clear before diving.
9. Refrains from meddling with shower control.
10. Avoids leaning out of windows, over banisters, porch, or fire escape.
11. Reports or repairs holes in mats or defective treads on stairs which might cause an accident.
12. Refrains from pushing a switch button to see the results.
13. Knows danger of climbing trees or poles near high voltage circuits.
14. Stays away from railroad yards.
15. Uses precaution to control fire when playing in shacks and having camp-fires.

SUGGESTED ACTIVITIES AND PROCEDURES

Use all situations at school that provide opportunities for pupils to learn these safety practices through experience. For the other prac-

tices make posters, discuss situations, and call for reports of accidents that have occurred while child was playing. Ask how the accidents might have been prevented.

PREVENTION OF ACCIDENTS IN THE HOME

EVIDENCES OF PUPIL GROWTH

1. Knows that orderliness in the home helps to prevent accidents.
2. Helps in securing safety practices at home.
3. Knows some ways in which safety should be practiced at home: proper care of oily rags, mops, cloths saturated with furniture polish; use of gasoline, cleaning fluids, celluloid and their dangers; care of medicine cabinet (all poisons out of reach of young children and properly labeled with warning); proper disposal of flammable rubbish and ashes in metal containers; proper care of lighted matches and cigarette stubs; use and care of matches; care in lighting and turning off gas; care in leaving hot fluids where no one may be burned; proper place for pins, needles and scissors; chimneys kept clean.

SUGGESTED ACTIVITIES AND PROCEDURES

Stimulate class to work out movie on "Safety at Home." Assign to each pupil one situation included in this unit or one under Prevention of Fire, page 37. If more situations are needed, use those suggested for grade four. Ask each pupil to illustrate with free hand drawing or cut out pictures the safety practice he is stressing. As the movie is given let each explain briefly the lesson he wishes to emphasize. Invite some class to see the movie or have it presented as a program for parents when they visit school.

XI. First Aid

EVIDENCES OF PUPIL GROWTH

1. Knows how to sterilize a needle to remove sliver.
2. Knows some common antiseptics and knows when and how they should be used.
3. Tries to keep all wounds clean to avoid infection.
4. Knows the first aid treatment for fainting and poison ivy.

SUGGESTED ACTIVITIES AND PROCEDURES

Each situation included in Nos. 1-4 should be demonstrated by class.

XII. Stimulants and Narcotics

EVIDENCES OF PUPIL GROWTH

1. Is learning that his ability to keep fit, to play his best, and to develop self-control is lessened through the use of tobacco and alcoholic drinks.

2. Improves his ability to gain control over his habits.
3. Refuses candy, powders, and drinks offered by strangers, and helps younger children to refuse them.
4. Knows that medicines should be taken only under the direction of a physician.
5. Understands that indulgence in alcoholic drinks is also the cause of many accidents.

SUGGESTED ACTIVITIES AND PROCEDURES

One method of approaching the lessons on the use of alcohol, tobacco and drugs is to make a study on self-control. Explain that self-control means (1) making one's self do what ought to be done, (2) keeping one's self from doing the things one ought not to do. Discuss some of the following: What incidents have occurred this year in school which called for self-control? Were these only in health classes? How may one help younger children to gain self-control? Name persons about whom you have read who showed self-control. What probably helped them to gain such control? What study habits require self-control? What effect on self-control have the use of alcoholic drinks and drugs? Study texts to learn these effects. Suggest that pupils list workers (engineers, machinists, factory workers, bridge builders and others) whom they think should have good self-control. Ask pupils to explain why they are interested in such people not using alcoholic drinks or drugs.

XIII. Wholesome Personality

EVIDENCES OF PUPIL GROWTH

1. Has a wholesome interest in friends and sports or hobbies, or in all.
2. Develops increasing initiative in work and play.
3. Respects the rights and property of other persons.
4. Cooperates with his companions in work or play.
5. Tries to overcome shyness or embarrassment in the presence of strangers, or in other social situations.
6. Takes part in social conversations but does not interrupt or monopolize the conversation.
7. Is able to work 4-6 hours daily on school work, errands, and the like, without undue fatigue.
8. Develops orderly habits of work, doing work promptly without procrastinating.
9. Has pride in useful work and respect for worthy laborers.

SUGGESTED ACTIVITIES AND PROCEDURES

Pupils are not to be conscious of working for these objectives as such, but the teacher is alert to use situations that will give pupils opportunities for growth in Nos. 1-9.

OUTLINE OF HEALTH INSTRUCTION AND PRACTICES

CONDITIONS FOR GROWTH AND DEVELOPMENT	OBJECTIVES	ACTIVITIES AND PRACTICES
	<p>Help Pupils</p> <p>To build emotionalized attitudes toward worthy practices;</p> <p>To make desirable adjustments to health situations in their environment;</p> <p>To enjoy favorable conditions and practices; RELATED TO</p>	Type situations providing opportunities for health practices AT SCHOOL
Favorable Environment	1. Cleanliness	1. Morning survey Use of drinking fountain Care of any food in school room
	2. Fresh air and sunshine	2. Adjustment of shades Reading of thermometer Attention to ventilation Regulating clothing for temperature in room
Satisfactory Nutrition	3. Wholesome food	3. Care of lunch box at school Preparation for lunch Choice of food at the school cafeteria Eating of lunch Weighing of children
	4. Necessary rest and sleep	4. Relaxation periods Rest period for pupils when recommended by physician
	5. Wholesome play and work involving big muscles and developing physical skills	5. Running, tossing or throwing large balls Construction with wood Blackboard or easel drawing
Opportunity for Expression	6. Good posture	6. Adjustment of seats and desks (size and illumination) Sitting and standing Reading and writing Passing to classes
Protection from Drains on Vitality ..	7. Prevention, detection and correction of health handicaps	7. Adjustments for hearing and vision of handicapped children Wearing of glasses prescribed Periodical health examination
	8. Prevention of communicable disease and other illness	8. Use of handkerchief Use of pencil, textbook Use of school toilet Washing of hands after visiting toilet
	9. Suitable clothing	9. Removal of outside wraps in school Wearing wraps outdoors
Protection from Physical Injury	10. Safety education	10. Development of pupil responsibility for care of desks, wraps, and material used by children Fire Drill. Play activities
	11. First aid measures	11. Giving first aid to minor injuries Keeping calm in emergencies
Provision for Desirable Emotional and Social Experiences	12. Non-use of stimulants and narcotics	12. Satisfying thirst with water Choosing wholesome drinks at cafeteria
	13. Wholesome personality	13. Facing experiences squarely and making adjustments cheerfully and satisfactorily to school situations, e. g., meeting new pupils and teachers failing to win games, or solving problems

PHYSICAL EDUCATION FOR ELEMENTARY GRADES

PROCEDURES	EVIDENCES OF PUPIL GROWTH IN TERMS OF ATTITUDES, PRACTICES OR SKILLS, AND KNOWLEDGE
Type demonstrations or dramatizations of health practices AT HOME and IN THE COMMUNITY.	
Preparation for school Preparation for body bath	1. Prefers to live in clean environment Is developing habits of cleanliness to make adjustments for better living Increasingly learns why cleanliness is necessary for the maintenance of good health
Adjustment of windows for light	2. Enjoys fresh air Participates in outdoor activity when weather permits Increasingly learns the value of fresh air and sunshine
Preparation for breakfast Eating a wholesome breakfast Packing a school lunch	3. Likes to eat and drink wholesome foods Tries to form tastes for other wholesome foods and drinks available for him Increasingly learns why good nutrition is necessary for growth and development
Preparation for bed Care of the bed	4. Appreciates benefits of adequate rest and sleep Sleeps required hours necessary for his best development Increasingly learns the importance of adequate sleep and rest and understands conditions under which sleep is most beneficial
Use of balls as throwing, catching, pushing, kicking Home tasks as sweeping, dusting, making beds, marketing	5. Finds pleasure in vigorous play and work activities by himself and with the group (should be adapted to one's ability) Is gaining muscular coordinations through play and through the use of tools Increasingly learns values of recreational activities as well as those of worthwhile tasks
Choosing suitable chair at home Position taken for various types of work at home	6. Appreciates the importance of good posture Habitually sits, stands and walks well Increasingly learns advantages of good posture (The first and last of this group are to be stressed in grades above the second)
Reading at home (light) Selecting a pair of shoes Selection, use and care of toothbrush Care and adjustment of glasses	7. Desires to keep one's body in the best condition possible Develops practices that maintain good health and avoids those that may cause health handicaps Increasingly learns why health practices and also knowledge of one's health limits are necessary for the best maintenance and protection of the body
Hand washing Observation of regulations for quarantine. Use of individual drinking cups, silverware, or towel	8. Wishes to protect not only himself but others from communicable disease Avoids practices which may help to spread communicable disease Increasingly learns how health may be maintained in the community and his share in it
Selection and care of clothing	9. Finds satisfaction in wearing suitable clothing for school activities Gives clothing proper care Increasingly learns how and why to select suitable clothing
Crossing street Going to school the safest way Walking on highway. Smothering flames when clothing is on fire	10. Is willing to work in cooperation with others for safety Follows safety precautions Increasingly discovers safer ways of carrying out the daily program of living and learns necessity for practicing measures of safety
First aid for minor injuries at home Calling a physician	11. Takes precaution in unnecessary risks with minor injuries Seeks first aid remedies when injured Increasingly learns how to give simple first aid treatment and the necessity of calling a physician in case of major accidents
Importance of safe water Training of Scouts or athletes	12. Desires to use only beverages that have food value and to avoid beverages or narcotics that hinder growth and development Develops skills that one may participate with satisfaction in wholesome activities adapted to his physiological development Knows the effect of the use of tobacco, alcohol and other narcotics, especially on the growing boy or girl (in upper grades)
Facing disappointment when pleasure trip is postponed Making adjustments in a new home Showing self-control in public when subjected to rudeness	13. Is willing to face problems that come into his experience Increasingly adapts his way of living to meet the needs for becoming a desirable and useful citizen Increasingly learns the value of self-control, cheerfulness and poise together with physical well being in maintaining mental health

GRADE SIX*

I. Cleanliness

EVIDENCES OF PUPIL GROWTH

1. Knows why food molds and the uses of mold. (Review Science in Grade IV.)
2. Knows the nature of bacteria; some of the things bacteria do; and the effect of sunshine on bacteria.
3. Knows how the water supply in the community is made safe.
4. Knows how the disposal of sewage is made in the community.
5. Helps take responsibility of caring for refuse in his home.
6. Helps to protect the health of his neighbor as well as his own.

SUGGESTED ACTIVITIES AND PROCEDURES

Recall the lesson on molds in science for grade four. Direct this interest to the study of bacteria. Call for reports on situations included in Nos. 3-5. Discuss how all three of these situations may be related to the health of the community.

REFERENCES FOR UNIT ON BACTERIA

- BIGELOW, MAURICE A., and BROADHURST, Jean. *Health for Every Day*. Silver, Burdette and Company, New York. 1924. Chapter 7.
- TURNER, C. E., and COLLINS, GEORGIA B. *Cleanliness and Health*. D. C. Heath and Company, New York. 1926. Chapters 5, 6 and 7.
- WINSLOW, C. E. A., and HAHN, MARY L. *The New Healthy Living*, Book I. Charles E. Merrill Company, New York. 1929. Chapter 19.
- HALLOCK, GRACE T., and TURNER, C. E. *Health Heroes*, Louis Pasteur. Metropolitan Life Insurance Company, New York.

II. Fresh Air and Sunshine

EVIDENCES OF PUPIL GROWTH

1. Knows the characteristics of fresh air and good ventilation.
2. Is conscious of poor ventilation.
3. Gives attention to ventilation when indoors.
4. Knows why sunshine is needed in the room part of the time.
5. Knows why and how we breathe, and the purpose of breathing.
6. Knows why we should breathe through the nose.

* Before working on any unit for this year, the teacher should review the material under the same topic given in preceding grades. Some outcomes will require additional emphasis. In such a case a new approach should be used and activities introduced which will appeal to the interest of the older group. The material for Grades Five and Six has been divided between the two grades, so that there will not be repetition that tends to make the work dissatisfying to the pupil. Where the same topic is repeated, a different approach or emphasis will be found.

7. Knows oxygen is the most important element in air for human beings.
8. Knows that the blood carries oxygen from the lungs to different parts of the body.
9. Controls breathing when talking or singing (is careful not to emit spray from mouth).
10. Avoids breathing dry dusty air.
11. Knows some effects that posture, clothing, exercise, and adenoids or enlarged tonsils may have on breathing.
12. Gives attention to posture and clothing that aid in breathing.
13. Cooperates with parents and physician when treatment is necessary for breathing passages.

SUGGESTED ACTIVITIES AND PROCEDURES

Help the pupils to appreciate the need for good ventilation and by what methods it is secured in their classroom. Discuss what is good ventilation; how it is secured in school, in living rooms, in sleeping rooms; what precautions should be used when gas is used as fuel; what is the effect of poor ventilation upon ability to study. Ask janitor to explain the system of ventilation used in the school. From this lesson lead to one on the use which the body makes of the air we breathe. The approach to this lesson may be made after an activity period which has been rather strenuous and all have returned to the room breathing more deeply than usual. Call attention to the rising and falling of the chest. Ask for the cause. From this lead to discussions on why we breathe, how we breathe and the purpose of breathing. Pupils consult their own texts to discover answers, and secure supplementary texts that may help to give clearer statements on some of the points discussed. Secure charts that will help pupils to trace the journey made by the air first to the lungs, then to the heart and to the cells. Pupils make list of words added to their vocabulary under this unit, as respiration, circulation, mucous membrane, mucus, oxygen, arteries, veins, carbon dioxide, cells relax, contract, pulse, tonsils, adenoids. Demonstrate the effect of posture, clothing, and exercise on breathing. Compare the rate of pulse after sitting a half hour, with the rate after running for several minutes. Ask a Boy Scout to explain why it is necessary for a Scout to understand this unit well.

III. Food

EVIDENCES OF PUPIL GROWTH

1. Knows how to select a good but inexpensive diet.
2. Knows how to select a balanced diet which includes vitamins, mineral salts, proteins, starches and sugars, fats, roughage and liquids.
3. Knows that one needs muscle-building foods like milk, eggs, and meat; energy producing foods like the starches, sugars, and fats; regulating and protective foods like the foods that furnish vitamins, mineral salts, and roughage.

4. Knows that vegetables supply roughage which aids elimination.
5. Knows that mineral salts in vegetables are usually more abundant directly beneath the skin.
6. Knows that cooking vegetables in their skins helps to prevent loss of mineral salts.
7. Knows that over-cooking vegetables makes them indigestible.
8. Knows that raw vegetables should be washed thoroughly.
9. Knows that over-ripe fruits may cause digestive disturbances.
10. Knows that under-ripe fruits contain large amounts of indigestible starch.
11. Knows that all fruits should be washed before eating.
12. Knows that fruits supply natural sugars which are more wholesome than manufactured sugars.
13. Knows that sugar supplies energy but no vitamins, proteins, fats, or minerals.
14. Knows that excessive eating of sweets develops an habitual craving for them.
15. Knows that all meats should be cooked sufficiently long to destroy any bacteria, or parasites that may be present.
16. Knows that meats and fish are highly perishable and require proper home care.
17. Knows that meat two or three times a week is sufficient for children.
18. Knows that protein may be furnished from other sources than meat.
19. Knows that water is necessary for the most healthful actions of the bodily tissues and organs.
20. Knows why impure ice is dangerous.
21. Knows practices which help prevent constipation.
22. Knows that digestion of starch begins in the mouth.
23. Knows the general structure and work of the stomach and intestines.
24. Understands what is meant by the absorption of digested food material when it is transferred from the intestines into the blood.
25. Knows that the body cells are supplied with food by the circulatory system.
26. Knows practices which aid digestion.

SUGGESTED ACTIVITIES AND PROCEDURES

The following suggested unit has been prepared for this section.

TEACHING UNIT ON BALANCED DIET

Purpose

1. To give pupils the realization of a wholesome diet.
2. To help pupils plan balanced diets at a moderate cost.
3. To acquaint pupils with simple methods in the care and preparation of foods.
4. To interest the pupils in the use of foods so that they will give more attention to the selection of wholesome foods and drinks.

PROCEDURE

Approach. Through interest in diets found in pamphlets received or accounts read in current news, the teacher leads pupils to solve the first problem.

Problem 1. What foods would you purchase if asked to provide a wholesome but inexpensive dinner for a family of five?

Assignment. Each pupil is asked to write the menu used, to make a list of foods selected and to give approximate cost of each.

Activities

1. The class discusses menus reported, giving reasons why certain foods were chosen. The discussion should reveal what knowledge pupils have concerning food values relative to growth, energy, protection and regulation, and as to the food elements furnished by each.
2. The textbooks and reference materials available are examined by the class to find additional information concerning why certain foods should be included in the diet.
3. The class determines essential facts they should remember in selecting foods for growth and health. (See Foods Needed for Growth and Health, page 49.)
4. Different groups in class make charts illustrating the three groups of foods, (1) muscle-building, (2) energy-producing, and (3) protective and regulating foods.
5. The final summary of the group leads, through the teacher's direction, to the proposal of solving a second problem.

Problem 2. What will be the cost of food necessary for growth and health to provide a family of five for a week.

Approach. The teacher explains to the class that nutritionists have worked out scientific and adequate diets. She calls attention to the foods which should be the first choice when every penny must count. (See a Low Cost Diet, page 49.) She shows them a copy of Table I or II. (See pages 48-49.) Table I will provide better correlation with sixth grade arithmetic.

Activities

1. The class works out the story of the family.
 - a. Members: father, mother, a high school boy (17 years old), a sixth grade girl (12 years old), and a pre-school child (5 years old).
 - b. Circumstances limited
Father, a laborer.
Mother, a good home keeper.
Older children ready to help meet limited budget.

At different stages of development of the unit, pupils take the part of different members of the family and various questions related to the budget are discussed from the viewpoint of the father, the mother, and the children.

Assignment. Various groups of pupils find the local prices of certain essential foods included in Table I. The cost of staple products are reported by the pound rather than per package. Pupils work out the cost of the food for the family of five. As soon as pupils complete this problem satisfactorily, they may work out the cost for their own family.

Activities

1. The class discusses the following questions and others related to the unit.
 - a. Why is each of the foods listed, included in the diet? (See A Balanced Diet, page 49, textbooks and reference material.)
 - b. On what experiments and studies do you think the nutritionists have developed these diets?
 - c. What change, if any, should one make in one's diet during very warm or cold weather.
 - d. Are there any foods in this diet which are not found in our own, and if so, why?
 - e. What advantages are there in having a garden?
 - f. What wild leaves are used in our community as food?

This last question opens the way for a discussion of how these wild leaves may be prepared to be palatable and thus leads to the third problem.

Problem 3. How may we prepare food so that it will be safe, nutritious and palatable.

Approach. If possible, the teacher secures a wild green leaf used as food, for example, water cress.

Activities

1. One pupil washes her hands, then washes cress thoroughly. Each pupil is given a taste of it.
2. The pupil explains why thorough washing is necessary.

3. The class discusses how this plant is used by mothers.
4. The class lists green leaves used in salads or as a cooked vegetable.
5. The class discusses methods of caring for foods and of preparing foods. (See Care and Preparation of Foods, page 50, also, textbooks and reference material available.)

Assignment. Pupils prepare menus including only foods which were found in the limited budget. (See Guide to Planning Menus in Low Cost Balanced Diet, page 51.)

Activities

1. Class discusses menus and checks them according to cost and to foods they furnish for growth, energy, and health.
2. In discussing these menus the teacher leads pupils to thinking of the use we make of the food eaten and suggests the last problem of the unit.

Problem 4. How do we use the food which is eaten?

Approach. The teacher serves unsweetened crackers to the class.

Activities

1. Each pupil chews cracker slowly to get the sweet taste.
2. Texts are examined by pupils to learn what change was made in the cracker while in the mouth. This makes the approach to the first step in digestion.
3. The class examines the outline of the food tract given in text and locates the mouth, the stomach, the small and large intestine.
4. Discussions follow which include
Why do we need to chew food carefully?
How does the food reach the stomach?
What takes place in the stomach?
What effect does vigorous exercise have upon digestion directly after a hearty meal?
What takes place in the small intestine? In the large intestine?
How does the food pass from the food tract to the blood? To bones and muscles?
Why are fluids like water and milk necessary in the diet?
What advantage is there in eating meals regularly?
5. The class prepares a list of suggestions for aids to digestion and elimination.
6. Each pupil reports any practices which have been improved or started since beginning work on this unit; also any suggestions on the balanced diet which have been used at home or in buying foods.

NOTE. The teacher is not to expect technical details in digestion, absorption and assimilation to be given by pupils. The processes are to be discussed so as to give pupils a general idea how food is changed into blood, bone, and muscle. The main emphasis is to be on the fact that food is needed for growth, strength, and health.

Table 1
WEEKLY AMOUNTS OF FOODS NECESSARY TO MEET MINIMUM NUTRITION NEEDS IN LOW COST DIETS

<i>Food</i>	<i>Children Under 2</i>	<i>Children 2-6 yrs.</i>	<i>Children 6-12 yrs.</i>	<i>Children 12-16 yrs.</i>	<i>Over 16 yrs. and Adults</i>
Milk	7 qts.	7 qts.	5-7 qts.	7 qts.	3½ qts.
Butter and other Fats	1-2 oz.	3-4 oz.	4 oz.-1 lb.	12 oz.-1 lb.	12 oz.-1 lb.
Eggs	3-4	3-4	3-4	3-6	3
Meat and Fish	0-2 oz.	0-6 oz.	6 oz.-1 lb.	1-2 lbs.	1½-2 lbs.
Bread	4 oz.-1 lb.	2 lbs.	2-3½ lbs.	2½-4 lbs.	2-4½ lbs.
Cereals	6-8 oz.	8-14 oz.	12-20 oz.	1-2½ lbs.	2-3½ lbs.
Sugar	0-3 oz.	0-6 oz.	6-8 oz.	8-12 oz.	8-16 oz.
Vegetables					
Potatoes	½-1 lb.	2-3 lbs.	3 lbs.	3-4 lbs.	3-5 lbs.
Green and Root	½-1 lb.	1-2 lbs.	2-4 lbs.	3-4 lbs.	3-4 lbs.
Dried Beans					
Peas or Lentils		1-2 oz.	2-4 oz.	4-8 oz.	4-8 oz.
Fruit					
Fresh					
Oranges, Apples, Bananas, others in season	2-4 oranges for juice or an equal amount of tomato juice	4 oranges or an equal amount of canned tomatoes	4-7 pieces or servings of a n y fresh fruit	4-7 pieces or servings of a n y fresh fruit	4-7 pieces or servings of a n y fresh fruit
Dried	¼ lb.	¼ lb.	¼-½ lb.	½ lb.	½ lb.
Cod Liver Oil	1-3 oz.	1-3 oz. if possible	As recommended by physician	As recommended by physician	As recommended by physician

These are minimum amounts. One egg daily, fresh fruit daily, and more fresh vegetables, are highly desirable for all children over 2 years and for adults.

Prepared by ANNA DEPLANTER BOWES, B.S.M.A.

In Charge of Nutrition Education, Philadelphia Child Health Society

Table II

A WEEK'S FOOD ORDERS FOR FAMILIES OF VARIOUS SIZES

Prepared by LUCY H. GILLET, *Nutritionist*

	Quantity for a Family of			
	Three	Four	Five	Six
Milk (quarts)	14	21	25	28
Tomatoes (pounds)	1	2	2	3
Vegetables (pounds)	14	20	25	32
Fruits (pounds)	2	2	3	3
Bread and cereals (pounds)	10	14	17	20
Eggs (number)	6	9	12	18
Fats (pounds)	2	2	3	3
Sweets (pounds)	2	2	3	3
Meat, fish, cheese, dried beans, peas, and lentils (pounds)	4	5	7	8

FOODS NEEDED FOR GROWTH AND HEALTH

MUSCLE-BUILDING foods like MILK, EGGS, and MEAT which contain protein. Peas, beans, and peanuts also contain protein.

ENERGY-PRODUCING foods like the STARCHES, SUGARS, and FATS which unite with oxygen to produce heat and energy.

PROTECTIVE and REGULATING foods like the FRUITS and VEGETABLES which contain vitamins and mineral salts.

Vitamins are substances found in some foods that are necessary for growth of children and for health of both old and young. Milk, fresh fruits, vegetables, especially leafy vegetables, and cod liver oil furnish vitamins.

The various mineral salts are necessary for good health, good blood, and to help build strong bones and teeth. Milk and vegetables are rich in mineral salts.

A LOW COST DIET

Foods which should be the first choice when every penny must be counted:

Milk—fresh, evaporated or powdered milk.

Bread and cereals—*dark* or *whole grain* bread and cereals are best for growth.

Vegetables—potatoes, cabbage, carrots, onions and the like.

Tomatoes—canned or fresh, oranges (when one cent or less), apples, prunes.

A BALANCED DIET

A balanced diet includes vitamins, mineral salts, proteins, starches and sugars, fats, roughage and liquids.

MILK

Milk should be included in the diet. It meets more needs of the body than any other one food and does it cheaply. It is the best all-round body building food. When possible, children should have a quart

a day. Unsweetened evaporated or whole dried milk has the same value as pasteurized milk.

CEREALS

Dark grain cereals and breads are important for they contain vitamins and minerals that are usually taken away in milling the refined grain foods. The grain foods are cheap sources for energy-producing foods.

VEGETABLES

Vegetables furnish vitamins and mineral salts necessary for health. The mineral salts are usually more abundant directly beneath the skin. Their cellulose supplies roughage which aids elimination.

FRUITS

Fruits, like vegetables, are necessary for health. They also supply natural sugars which are more wholesome than manufactured sugars. Under-ripe fruits contain large amounts of indigestive starch. Over-ripe fruits may cause digestive disturbances.

MEAT, FISH, EGGS

At least one of the muscle-building foods should be included in the diet daily. On days when meat is not served, eggs, cheese, dried peas, beans or lentils should be used. Pig's or lamb's liver is a valuable cheap meat.

FATS

Fats are important as sources of energy, they also help to make some foods more palatable. Lard is usually one of the cheapest forms of fat but is deficient in some of the vitamins found in fats such as butter. When lard is used as the chief source of fat, milk should be furnished liberally in the diet.

SWEETS

Sugar helps to satisfy the appetite. It supplies energy but no vitamins, proteins, fats or minerals. Excessive eating of sweets develops an habitual craving for them. Unrefined cane molasses has more nutritional value than white sugar; it is rich in calcium and iron.

CARE AND PREPARATION OF FOODS

Fruits and vegetables should be washed thoroughly.

Foods should be kept in cool clean places.

Only pure ice should come in contact with foods.

Persons handling foods should be clean and free from communicable disease.

The best methods of cooking vegetables are baking and steaming.

Cooking vegetables in their skins helps to prevent loss of mineral salts.

They should be cooked in a small amount of water and just long enough to make tender. Over-cooking vegetables makes them indiges-

tible. Canned tomatoes should be heated only long enough to become hot. Long cooking destroys their vitamin C value.

All meats should be cooked sufficiently long to destroy any bacteria or parasites that may be present. Meat and fish are highly perishable and require proper home care.

Frying is the least desirable of all methods of cooking. When foods are soaked in fat they are much harder to digest.

GUIDE TO PLANNING MENUS IN LOW COST BALANCED DIET

Every MEAL

Milk for children.

Bread for all.

Every DAY

Cereal in porridge, mush, or pudding.

Potatoes.

Tomatoes (or oranges) for children.

One or more additional fruits or vegetables, especially vegetables of green or yellow color.

Milk for all.

Molasses, sugar, other sweets.

Butter, fat, meat, lard, other fats or oils.

Two to Four Times a WEEK

Tomatoes or raw cabbage for all.

Dried beans, peas, peanuts.

Eggs (especially for children).

Lean meat, fish, poultry, or cheese.

Plenty of water to drink is needed with any diet.

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ANDRESS, J. MACE, and GOLDBERGER, I. H. Broadcasting Health. Ginn and Company, New York. 1933.

BURKARD, WILLIAM W., and CHAMBERS, RAYMOND L., and MARONEY, FREDERICK W. Health Habits—Sixth Grade. Lyons and Carnahan, New York. 1925-30.

TURNER, C. E., and COLLINS, GEORGIE B. Health. D. C. Heath and Company, New York. 1924.

WILLIAMS, JESSE FEIRING, and DANSDILL, THERESA. Health and Service. Benjamin H. Sanborn and Company, New York. 1929.

WINSLOW, CHARLES-EDWARD AMORY, and HAHN, MARY L. The New Healthy Living, Book I. Charles E. Merrill Company, New York. 1929.

IV. Rest and Sleep

EVIDENCES OF PUPIL GROWTH

1. Knows that plenty of sleep is necessary for good physical development and general health, namely, ten hours for average pupil in this grade.
2. As far as possible, secures desirable conditions for sleep—(1) preparation of self, (2) night clothing, (3) bed, (4) room (safety), (5) ventilation, (6) light, (7) quiet, (8) regular bed time, (9) ten hours at least, (10) happy state of mind.
3. Refrains from intense mental activity or excitement just before retiring.
4. Knows that accidents are more likely to occur when we are over-fatigued.
5. Knows that the effect of noise has a tendency to make us less fit to meet emergencies efficiently.
6. Knows that noise is tiring and refrains from disturbing others by unnecessary sounds.
7. Chooses to study and work in a quiet place.
8. Confines parties to one week-end night.

SUGGESTED ACTIVITIES AND PROCEDURES

This unit may be worked out under the following problems:

Problem 1. Why do we need sleep and rest?

Ask different pupils to find reasons for the need of rest by the nerves, the muscles, the heart, the lungs, the stomach, the eyes.

Help the pupils to see the importance of sleep for repairs. Discuss which parts of the body might need rest most. On what nights might a boy's muscles need the most rest? The stomach? The eyes? Can any one organ of the body be worked very hard without affecting the other organs?

Problem 2. How may we secure good sleep?

- a. Through a well organized day's program that includes nourishment and wholesome activity. Have pupils work out their own daily program. (See "The Child's Day," page 12.) Discuss influence on sleep of overeating and of too much excitement.
- b. Through proper conditions for sleep. Class make a list of conditions for good sleep. Help them to include all points in No. 2. Each pupil make a written report of one's own conditions as "satisfactory" or "unsatisfactory." Ask each to make a note at end of the report of any improvement that might be made; for example, move some piece of furniture to prevent accident if roused suddenly in the night. Help the class to understand that the cross or unhappy child is less likely to rest well. If the teacher feels that many of the pupils are not getting enough sleep show them how to make a graph reporting the number of hours they sleep. Make it clear to the class any record of this type is of no value unless it is truthful. The purpose is not to compete with someone else but to improve one's own record.

RECORD OF HOURS SPENT IN SLEEP
Days of Month

Hours	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
12																
11																
10																
9																
8																
7																

Problem 3. How may children rest through the day?

Discuss how changes of activity may often be restful. Find illustrations of this in the school program. Demonstrate how to rest the eyes when working on fine material by looking at distant objects or closing the eyes; to rest the muscles in legs by changing weight onto other foot when standing for a long time; to relieve muscles in arm by carrying package on the other arm.

Problem 4. What harm may result from over-fatigue?

Discuss relation of fatigue to accidents, also, to body resistance which helps to protect one from common "colds" and other illnesses. Discuss the responsibility of maintaining quiet for others, the advantage of working or studying in quiet places, the effect on school work when movies, parties, and other entertainments occur during the school week.

Problem 5. How may over-fatigue be prevented?

In discussing this problem include Nos. 1 and 2 but give more attention to Nos. 3, 5-8.

V. Play and Work

EVIDENCES OF PUPIL GROWTH

1. Gains greater skill in activities listed for grade five.
2. Knows some ways in which digestion is improved by big muscle activities.
3. Knows that exercise stimulates respiration and heart action.
4. Knows that big muscle activity aids in the elimination of the bodily waste.
5. Knows some of the dangers of excessive physical activity.
6. Does not play hard just before or after meals.
7. Knows why one should not take part in vigorous exercise just before or after a meal.
8. Wears suitable clothing when exercising if possible.
9. Knows the body should be protected from cooling too rapidly after exercise.
10. Knows a bath after exercising is good for the body.
11. Knows why swimming is a good activity.
12. Has room properly ventilated when playing indoors.

SUGGESTED ACTIVITIES AND PROCEDURES

Every available opportunity should be used to correlate the health instruction and practices under this unit with the activities on the playground or in the gymnasium. The unit on posture will make an approach for the discussions on the importance of big muscle activity included in Nos. 2-10.

For games and other activities for this grade see pages 75-77.

VI. Posture

EVIDENCES OF PUPIL GROWTH

1. Knows that good posture aids in the proper functioning of the body, and improves one's personal appearance.

2. Knows that exercise in the fresh air and wholesome food help to build muscles and bones which can hold an erect posture.
3. Wears clothing that allows freedom of movement and shoes that fit properly. (See Feet, page 56.)
4. Knows that one's thoughts may affect the posture (effect of worry, sulkiness, joy).

SUGGESTED ACTIVITIES AND PROCEDURES

In this unit there seems to be the best opportunity to include the knowledges related to the muscles and bones suggested for this grade. The approach might be made by asking pupils, "What posture would be our only concern if we had no bones? How would we be able to move?" From these questions lead to discussions on the work of the bones and muscles. Let the pupils discover the relation of these to good posture. Discuss other conditions that affect posture and the benefits of good posture.

VII. Prevention, Detection and Correction of Health Handicaps

GENERAL

EVIDENCES OF PUPIL GROWTH

1. Has confidence in the ability of the physician, nurse, and dentist.
2. Has an increasing interest in the health examination.
3. Cooperates with parents and physician when treatment for any handicaps is necessary.
4. Understands that for some illnesses better care can be given at the hospital than at home.
5. Knows the purpose of clinics that are available.

SUGGESTED ACTIVITIES AND PROCEDURES

Discuss with the class the value of health services available. Pupils report on the following:

1. Have you had a health examination within a year?
 - a. By a school physician?
 - b. By the family physician?
2. Have you had your teeth examined within a year?
 - a. By a dental hygienist?
 - b. By a dentist?
3. Were any health handicaps found?
4. What corrections have been made?
5. What are you doing to prevent health handicaps?

Assign different pupils to learn of the clinical services available in the community, others to report on hospital service. Call for these reports and have the class discuss the advantages of such services. Although there may be no Health Center for pre-school children, have some child report on this activity.

CARE OF THE EYES

Although no new outcomes are presented in this grade, the pupils are to continue practices to conserve eyesight. If the teacher discovers that more attention should be given to this topic she may refer to the teaching unit on page 31 and review problems she thinks should be studied by the class.

CARE OF THE FEET

EVIDENCES OF PUPIL GROWTH

1. Gives feet proper care.

SUGGESTED ACTIVITIES AND PROCEDURES

Have pupils make a personal survey to learn whether or not each is carrying out the suggestions received in grades four and five on the care of the feet. (See pages 19, 32, 33.)

A Test (This is to remind pupils, not to grade them for a mark.)

1. Check the points of a properly fitting shoe that are satisfactory in your shoes.
 - a. Length _____
 - b. Width _____
 - c. Shape _____
 - d. Heels _____
2. Are shoes in good repair?
 - a. Soles _____
 - b. Heels _____
3. How many times are hose changed each week?
4. Are hose long enough in the feet for free movement of toes?
5. Are you able to care for your own hose?
 - a. Wash them? _____
 - b. Mend them? _____
6. What have you done to protect your feet from infection as "athlete's foot," ringworm, or hookworm?
7. Where do you practice jumping?
8. How do you trim your toe nails?
9. How would you care for a blister on the foot?
10. How do your toes point when walking?

CARE OF THE NOSE, THROAT, AND EARS

EVIDENCES OF PUPIL GROWTH

1. Follows those practices which help to protect one from common "colds."
2. Avoids those practices which tend to make one susceptible to common "colds."
3. Knows how the nose protects the throat and lungs.
4. Knows what mouth breathing may indicate.
5. Knows that "colds" are caused directly by bacteria which enter the body through the nose or mouth.
6. Knows some of the conditions which reduce the bodily resistance to "colds" as fatigue, chilling the body, constipation, and unhealthy condition of nose and throat.
7. Knows how "colds" may be given by persons who are suffering from "colds."
8. Refrains from using handkerchiefs, drinking cups or dishes and the like which are being used by others, and especially careful when they have "colds."
9. Knows why one should blow the nose gently instead of forcibly.
10. Knows that it is important to check an infection of nose or throat in the early stage.
11. Knows that it is of benefit to the body to have defects of nose and throat corrected.
12. Knows that the ear is a delicate organ and should be kept clean only by washing it gently.
13. Secures help of a physician when ear wax becomes packed in the ear.
14. Knows the importance of checking ear infections early by consulting physician.
15. Knows that some of the most common causes of deafness are due to diseased conditions of the nose and throat.

SUGGESTED ACTIVITIES AND PROCEDURES

This unit should be developed during a month when conditions are such that "colds" are most likely to be prevalent. Through a report of "colds" lead the class to discuss the possibility of escaping them. Suggest that the class try to be free from "colds" a whole month. Make a chart containing names of pupils and spaces to record any "colds" that may develop. Review all practices relative to "colds" that have been suggested in previous grades. In each case raise the question why the practice should be avoided or continued. In this grade help the pupils to understand that more attention is to be given to finding the cause for certain practices. Help them to discover ad-

justments that must be made due to change in weather, to daily program (sufficient rest), to diet (wholesome foods), and to outdoor activities. Secure different texts so that more suggestions may be found than those in their own books. Good illustrations of the ear will help them to appreciate the need of giving it proper care. Call attention to the possible effect of the common "cold" on hearing. When reviewing the report on "colds" for the month, try to lead the class to desire to avoid "colds" for the remainder of the year. Appoint a committee or pupil to keep the record and report results.

CARE OF THE SKIN, HAIR, AND NAILS

EVIDENCES OF PUPIL GROWTH

1. Appreciates the value of a healthy skin from the standpoint of appearance.
2. Knows what a clean skin really means and how to keep it clean.
3. Knows the general structure of the skin.
4. Washes the body frequently to remove dirt, harmful bacteria, perspiration and dead skin.
5. Knows the effects of warm and cold baths.
6. Waits at least one hour after a meal before swimming or taking a body bath. (Some physicians advise waiting two hours.)
7. Changes frequently underwear which absorbs perspiration, preferably after bathing.
8. Knows how to care for roughness of skin, and chafing.
9. Gives cuts or sores proper care.
10. Knows why common towels may spread disease.
11. Knows how to prevent the spread of skin diseases and infections.
12. Knows that wholesome food, plenty of water, cleanliness, sunshine, fresh air, and daily bowel movements help to keep the skin healthy.
13. Knows that the care of the skin helps to prevent the spread of some diseases, to make a person feel more comfortable, and to make him more acceptable to others.

SUGGESTED ACTIVITIES AND PROCEDURES

Before a study is made of this unit ask pupils to list evidences of the proper care of the covering of the body taken by this class, which they think could be found by a visitor in the school. After the unit has been worked out ask for the same report and help them to see the points added.

THE COVERING OF THE BODY

How does the skin grow?

Secure illustration of the layers of skin and the glands.

What keeps it smooth and firm?

How may it be kept clean?

How can it be protected from chapping? From skin diseases? From infections?

What care should be given cuts or sores?

Why should underwear be changed frequently?

Why does keeping the skin clean make one more acceptable to others?

What care should be given the hair and nails? (See pages 19, 20, 33, 34.)

Help the pupils to realize that freedom from skin disease, from some infections, from pediculosis, from unpleasant odors are evidences of proper care of the skin and its appendages. Stimulate interest in this unit by arranging for demonstrations of a manicure, a shampoo, special care of a cut or other injury to skin.

CARE OF THE TEETH AND MOUTH

EVIDENCES OF PUPIL GROWTH

1. Knows the general structure of the tooth.
2. Knows the difference between the first and second teeth and when the second teeth appear.
3. Knows the nature of decay.
4. Knows some causes of tooth decay and what measures are useful in avoiding them.
5. Knows foods that help to build sound teeth.
6. Finds satisfaction in giving teeth proper care.

SUGGESTED ACTIVITIES AND PROCEDURES

Call the pupils' attention to the survey of the first permanent molar given in grade four. (See page 16.) Ask each to make the same report on his six-year molars and also on the following questions:

How many second teeth have been extracted?

How many cavities are visible in your mouth?

How many cavities have been filled?

What have you done to give your teeth proper care?

To interest pupils in the knowledges to be acquired concerning the teeth, work out a movie, "What Jane Learned from the Dentist." Let the different scenes represent the charts, models, pictures and posters she saw in his office. They should include the points in Nos. 1-5. Have pupils write the parts taken by Jane and the dentist. Make it clear that the dentist is able to detect tiny cavities that we are not able to discover by ourselves and the sooner these are given attention the less trouble there will be.

VIII. Prevention of Communicable Disease and Other Illnesses

EVIDENCES OF PUPIL GROWTH

1. Has an understanding of bacteria as the cause of disease or infection, without undue fear of them.
2. Knows the effect of sunshine on bacteria.
3. Avoids contact with article handled or worn by one who has a communicable disease.
4. Regards it as part of one's responsibility to protect other persons from communicable disease from which one is suffering.
5. Knows that flies, foods and fingers may be carriers of infection and how to protect oneself from them.
6. Knows where to secure reliable information and advice on health questions.
7. Avoids the use of patent medicines and self-prescribed drugs.
8. Observes health practices which help protect one from tuberculosis.
9. Knows some of the measures that the State Department of Health has taken to protect the health of the citizens in the community.
10. Cooperates with the health officer in preventing epidemics.

SUGGESTED ACTIVITIES AND PROCEDURES

The units on Cleanliness and Fresh Air and Sunshine (see pages 42-43) should make a basis for this unit. After the class has had discussions on the different phases of this topic and hunted in the available texts for material let them write a story on "Keeping our Town Free from Sickness." Assign chapters to different groups. One might be written on each of Nos. 1-10. No. 5 might be divided into three chapters. Have the chapters read in class and corrected by group. In discussing No. 7 help pupils to realize reputable physicians do not approve the securing of patents on medicines.

IX. Clothing

EVIDENCES OF PUPIL GROWTH

1. Regards clean and tidy clothes as essentials to good living.
2. Knows in general what kind of clothing is suitable for different temperatures and weather conditions and why.
3. Chooses clothing of suitable size and style, suspended from the shoulders.
4. Gives clothing proper care.
5. Knows how the body regulates the temperature of the body and how suitable clothing may help.

SUGGESTED ACTIVITIES AND PROCEDURES

Work out posters showing clothing suitable for boys and girls of this grade. Attention should be given to the season, to materials used, and to the style of garments. Reports may be given of the care each takes of one's clothing as to brushing, cleaning, mending, keeping in proper places, wearing at appropriate times. Let some of the pupils who carry out some of these practices with the best results demonstrate how they meet with such success. The class then selects best suggestions made and a copy is included in the folder containing posters on clothing. These suggestions should be followed up occasionally to learn what use pupils are making of them.

X. Safety Education

GENERAL

EVIDENCES OF PUPIL GROWTH

1. Knows that accidents are more likely to occur when we are over-fatigued.
2. Knows that the effect of noise has a tendency to make us less fit to meet emergencies efficiently.
3. Knows that irresponsible fault finding is disturbing and often causes accidents.
4. Knows that worry causes unnecessary accidents.
5. Realizes that friendly counsel when one is wrong is helpful in establishing right conduct.

SUGGESTED ACTIVITIES AND PROCEDURES

Nos. 1 and 2 are included in the unit on Sleep and Rest, page 52. Use some incident that occurs at school or one found in reading that may give an opportunity to open discussions on Nos. 3 and 4. Help pupils to learn No. 5 by personal experience.

USE OF STREETS AND HIGHWAYS

EVIDENCES OF PUPIL GROWTH

1. Knows that the traffic regulations are made for the protection of citizens in the community.
2. Is increasingly taking responsibility to prevent accidents on the street or highway.
3. Knows the safety measures to be observed at railway crossings.
4. Keeps the garage door open when engine in car is running.
5. Knows the danger of suffocation from monoxide gas when engine in car is running in a closed garage, or when in a closed car outdoors.

SUGGESTED ACTIVITIES AND PROCEDURES

Organize a safety committee that will keep reports of accidents in the community. Discussions should bring out how some of these might

be prevented. Have some one report to the class the traffic regulations in the community or nearest town if the school is in a rural district. Let the class determine how they may help prevent traffic accidents at school and in the community. If the class decides that many people do not realize the danger from monoxide gas, call for suggestions of what the school may do to help inform the community.

PREVENTION OF FIRE

EVIDENCES OF PUPIL GROWTH

1. Knows how to escape from a burning building; close windows and doors to prevent drafts; if possible, tie wet handkerchief over nose and mouth to keep smoke from lungs; avoid breathing deeply; make escape by crawling on floor following wall as guide (air there freer from smoke); if all escape is cut off, go to window but do not jump except as a last resort. (Fireman or someone else will try to rescue you.)
2. Use matches, candles, lamps, torches, lanterns, gas, gas and electrical appliances carefully.

SUGGESTED ACTIVITIES AND PROCEDURES

Propose to the class that they prepare an illustrated book on "Safety in the Home." The first section will be "Safety Practices in Case of Fire" (see Suggested Activities and Procedures, page 22.), the second, "Preventing Fires." These two should include all situations listed in Nos. 1 and 2. Drawings may be simple straight line figures that illustrate the lessons to be taught. Keep suggestions short but clear. See page 63 for other sections.

PLAY AND OTHER ACTIVITIES

EVIDENCES OF PUPIL GROWTH

1. Uses caution when trying stunts in the water.
2. Refrains from diving until one knows how to swim.
3. Avoids diving in shallow water or in dangerous places.
4. Knows what to do when one discovers a broken live wire: guard spot; send some one to notify police; do not touch a person in contact with live wires; if accident is at home, turn off electric current.

SUGGESTED ACTIVITIES AND PROCEDURES

Call on different pupils who swim for safety practices which they follow. Pupils who have been to camp report on the safeguards used and the instruction on safety given to the children. Pupils name safe places for diving in their own community and report places that are not. Ask groups to work out dramatizations of No. 4; assign to one group a home accident, to the other an accident on the street after a storm.

PREVENTION OF ACCIDENTS IN THE HOME

EVIDENCES OF PUPIL GROWTH

1. Knows that electrical appliances should be handled with care; that metals, water, the human body and anything damp are conductors of electricity; that rubber, glass, porcelain, wood and dry materials such as several thicknesses of cloth are non-conductors.
2. Knows that the human body is a conductor and should not touch wires or anything which may be charged with electricity.
3. Knows there is danger in turning electric lights on or off when standing on a wet floor or in a wet bath tub; in touching electrical fixtures with wet hands or damp cloth; using worn or frayed cord on an electric light, or other appliance; in leaving an electric iron connected after using it.
4. Handles electrical appliances correctly.
5. Knows the danger of touching a faucet and an electric light at the same time.
6. Knows that an electric device should not be left without making sure that the current is turned off.
7. Warns other people who are not observing these precautions about electrical fixtures.
8. Uses care in handling hot liquids.
9. Uses care in handling hot utensils.
10. Avoids touching handles of pans which have been over hot flames.
11. Avoids accidents from steam.
12. Knows that having a safe place for everything and everything in a safe place helps to reduce accidents in the home.
13. Knows the danger of falls on slippery floors; on small rugs; over rugs or other obstacles; on steps and stairs; from chairs, and other ladder substitutes, or from ladders; from windows and porches when railings and screens are defective.
14. Tries to prevent accidents on icy walks at home.
15. Knows local ordinances regarding the care of sidewalks, disposal of snow on the streets.

SUGGESTED ACTIVITIES AND PROCEDURES

Let the situations in this unit furnish topics for other sections in the book on "Safety in the Home," page 24. They may be "Safety with Electrical Appliances," "Less Burns in the Home," "Preventing Falls at Home." Help the pupils to take pride in the preparation of this book. When completed this book should be available for examination by visitors and members of the faculty.

XI. First Aid

EVIDENCES OF PUPIL GROWTH

1. Is able to tie a square knot and to adjust simple bandages.
2. Is able to apply a tourniquet.
3. Knows the first aid treatment for burns, sunburn, sunstroke, and heat exhaustion.
4. Knows the value of sun tan and the danger in sunburn.
5. Knows what to do in case of drowning emergency.
6. Has developed skill in method of reviving a person who has been rescued from drowning.

SUGGESTED ACTIVITIES AND PROCEDURES

Nearly all lessons in first aid may be developed through demonstrations. These should be given by different pupils so that all will have experience. As pupils gain skill let them be leaders in helping others. In this way several groups may be working under the supervision of the teacher with the help of these pupil assistants. Before teaching pupils to apply a tourniquet have them recall what they learned about veins and arteries. Explain why it is necessary to know which has been wounded.

REFERENCE

Gentles, Harry W., and Betts, George H. *Habits for Safety*. The Bobbs Merrill Company, 1932, New York. Seven Chapters on First Aid.

XII. Stimulants and Narcotics

EVIDENCES OF PUPIL GROWTH

1. Uses no tobacco and other narcotics.
2. Understands what are included under alcoholic drinks.
3. Understands the harm of narcotics.
4. Knows that the use of tobacco is harmful mentally and physically to growing children.
5. Knows that when children deceive their parents about smoking, it does additional harm to their own character.
6. Knows the effects of alcohol on the body (1) impairs strength, endurance (ability to hold out to the end), and skill; (2) causes mistakes and accidents; (3) excessive use tends to cause rapid deterioration—physical, intellectual and emotional.

SUGGESTED ACTIVITIES AND PROCEDURES

Discuss what is understood by narcotics; the fact that the Government regards stimulants and narcotics as important enough to have laws passed for the control of their production and distribution; the

effect of the use of tobacco and alcoholic drinks on boys and girls; the danger of the use of drugs; the advantage of the non-use of narcotics to boys and girls. Suggest that each pupil work out a trip he would like to take during vacation. It may be by air, water or land. After the route and the means of transportation have been determined, ask each to list all the employes helping to make the trip possible, whom the pupil would wish to be non-users of alcoholic drinks. Pupils compare lists and state definitely why they would object to these employes being users of alcoholic drinks.

XIII. Wholesome Personality

EVIDENCES OF PUPIL GROWTH

1. Meets difficulties squarely without avoiding the issue and is learning not to avoid his duties simply because they are disagreeable.
2. Develops increasing independence and ability to solve his own problems.
3. Refrains from brooding and worrying.
4. Is beginning to develop high ideals of manhood and womanhood.
5. Uses only suitable, clean language.
6. Relationships with the opposite sex are wholesome.
7. Shares in responsibilities at home or school when advisable.
8. Is honest in his work.
9. Refrains from practices which are based on superstition alone.

SUGGESTED ACTIVITIES AND PROCEDURES

The results in this section are to be secured through the use of the daily experiences of the pupil rather than any lesson on the topic. The teacher may take time for discussions occasionally which will help pupils to think more clearly and thus to build the attitudes and to establish the practices desired. For example, a case might be presented to the class for study and for suggestions of what to do.

Case 1. Robert says that it is "bad luck" to walk under a ladder. He becomes very much distressed when his father passes under one although assured the ladder is solid and that no one is on it who might drop some tool. Discuss, when it may be dangerous to pass under a ladder. Can you think of any way this superstition might have started? Perhaps someone may have wished to warn a child. Which would you rather have an older person do, try to frighten you into avoiding danger or help you to think clearly why you should do the right thing? How would you try to help Robert?

PHYSICAL EDUCATION

PURPOSE

From the viewpoint of pupil needs, physical education is essential regardless of facilities provided. It is recognized, however, that many schools are handicapped in developing an acceptable program by certain factors, chief among which are the following:

Inadequate facilities, indoors or out of doors, for physical education.

Limited equipment and supplies.

Untrained classroom teachers in charge of the program.

These conditions exist in many schools and it is necessary to make adjustments to provide a program that will meet the needs of the pupils as nearly as possible.

PHYSICAL EDUCATION DEFINED

Physical education is that phase of education concerned with rational motor activity and with the functioning of large muscle groups as a means of aiding in the growth and development of the child, and the physical and social efficiency of the adult, by developing the mind, the character and the structure and function of the body.

AIMS OF PHYSICAL EDUCATION

1. The improvement of physical efficiency.
2. The promotion of health and development of organic vigor which is the basis of vitality.
3. The development of such qualities as leadership, self-control, courage, alertness, loyalty, self-sacrifice, courtesy, and quickness of perception and of action.
4. The securing and maintenance of good posture through emphasis on correct standing, sitting and walking habits.
5. The development of a healthful interest in physical activity as a means of finding pleasure in leisure time through actual participation in the various fields of physical activity.

ORGANIZATION AND ADMINISTRATION

1. Facilities

a. The playground

The playground should be located adjacent to or near the building to permit better supervision and allowance for its use without great loss of time. It should be sufficiently large to permit a definite section to be assigned to each grade. Space should be allotted for the playing of such games as baseball, volley ball, basketball, soccer and track and field activities by both boys and girls as well as for the less active games.

b. The classroom

In most elementary schools, the classroom is the only room available for indoor physical education activities. Movable seats are desirable because they can be moved back against the walls, thus allowing for a greater variety of activities. This is particularly advisable for winter use when the playground is not in condition for outdoor activities.

Attention should be given to providing proper ventilation during physical education periods.

c. The corridor

The corridor space in some buildings can be used to advantage for rhythmical activities and some games.

d. The playroom

Some schools have a room which can be used for physical education. This may be an extra classroom or a basement room which is properly floored, lighted and ventilated. Where this condition exists, the playroom should be available at certain times to all grades.

e. The gymnasium.

Many new elementary schools are being provided with gymnasium-auditoriums. Schools with such facilities will be able to offer a wider range of activities than schools handicapped by lack of indoor space.

Cooperation by principals, teachers, pupils and janitors is essential in order to keep all facilities in a sanitary condition.

2. The teacher

The classroom teacher is, in most instances, responsible for the physical education activities of her pupils. If the activities are to be worthwhile, the teacher must be whole-heartedly in sympathy with them. Contact with her children through the physical education program gives the teacher an opportunity to secure an insight into the character of her children which she can get in no other way. The physical education period with its varied activities provides a great opportunity for social training and social adjustment. Children live largely in an active world and the teacher who cannot play with them cannot speak the language in which they are thinking and acting.

3. Pupil leaders

The use of pupil leaders provides an excellent opportunity for one of the most important objectives in educational training in leadership. Leaders should be selected on the basis of ability, attitude, influence with other pupils, and personality. It is well to change leaders on occasion in order to give a greater number of pupils an opportunity for this honor and training.

The use of pupil leaders, however, does not relieve the teacher of her responsibility but gives her a greater opportunity for supervision of all activities and for individual attention when necessary. She should be helpful, enthusiastic and encouraging.

Leaders may serve as game instructors, judges, score keepers, reporters and health officers, taking care of temperature and ventilation and assuming certain responsibility for enforcing and maintaining cleanliness and tidiness of buildings.

4. Time allotment

Physical education should have a regular place in the daily program and a special time reserved for it, just as is done in other subjects.

A minimum of ninety (90) minutes a week should be allotted to each of the first eight grades in addition to the one hundred and fifty (150) minutes per week for recess periods.

5. Directed recess periods.

The purpose of the recess periods in the middle of the forenoon and afternoon is to afford relaxation from the inactivity of the classroom by providing opportunity for physical exercise in the open air. Pupils are entitled to this time.

Recesses, weather permitting, should always be out of doors. The activities at this time should be so organized and directed that every child may have an opportunity for safe, vigorous play suitable to his age and strength. Where playground apparatus is available, it should be regularly used under proper supervision and direction.

The recess period is primarily designed for play—a period of relief from desk work and conscious mental effort. But a recess period which simply turns pupils out into the schoolyard, does not begin to accomplish the desired results for the majority of the pupils. The more aggressive children will monopolize the apparatus and the most desirable play space, while the more timid and less robust children, those who need the physical activity most, will stand about in groups, trying to keep out of the way, or hopelessly waiting for the turn which too often never comes. Many teachers and principals have deplored this condition, but felt helpless to remedy it. The method, sometimes tried, of having the teachers in the yard or playground for so-called *supervision*, does not help very much. This supervision usually amounts to little more than policing. It does reduce the liability to accident, but does not appreciably help to secure activity for all. The only satisfactory solution is the thorough organization of the recess period.

CLASSIFICATION OF ACTIVITIES

1. Games

Games provide plenty of exercise and great enjoyment and furnish a necessary outlet for the child's energies. There are many types of games—athletic, tag, goal, bean bag, ball and so forth. In the outline of games for the various grades, examples of all of the above types have been included. Games involving an "it" or "tag" element have a particular appeal for the elementary school child. They are simple in their organization, are quickly learned and because of this, a greater variety and number may

be taught. As the child grows older, these games are supplemented by the simple team games, which, in turn, are supplemented by competitive athletic games which are more highly organized.

2. Individual athletic events

These are generally elements of games which can be performed without dependence upon other players. They include running, jumping, chinning, throwing, kicking, and other similar types of activity.

3. Mimetic exercises

Mimetic exercises are imitative movements of well-known activities without the usual equipment used in these activities. They are very closely related to story plays but are more formal and accurate in their movements. They are selected for the purpose of developing powers of quickness, alertness, observation and individuality, as well as for recreational purposes. They are well suited to classroom work and may be used to teach the form of different athletic events to large numbers of pupils at the same time. They may be done to music if desired. The field of activities which may be imitated is practically limitless.

4. Relay races

Relay races are intensely popular with most groups, thus making it necessary for teachers to be sure that they are successfully conducted. The relay should be carefully explained and then illustrated by a group of two or three pupils. The starting and finishing lines must be understood and pupils should not be allowed to start ahead of an agreed starting time and line. Pupils seated at desks during schoolroom relays must be careful not to obstruct the passage of the runner. Teachers should be careful to keep the length of the relay within reason. Extreme care should be taken to name the correct winner. Because of their popularity, pupils will call for relays frequently, and the teacher should build up a program which involves the use of other types of activities, thus, avoiding the too frequent use of relay races.

5. Rhythmical activities

This field of activity includes singing games, folk dances or games, gymnastic dancing, natural dancing and social dancing. These activities give desirable training in self-control, poise and posture, in addition to providing exercise and recreation. The singing games and folk dances which are popular with elementary pupils, have grown out of the feeling, thought and customs of people in many countries for many generations. Boys and girls alike should take part in the rhythmical activities.

6. Stunts and contests

Stunts and contests are self-testing activities which provide an opportunity for every boy and girl to match skills; they give satisfaction and a sense of accomplishment, which fosters self-confidence, poise, motor control, and initiative. They are easily

taught and many can be engaged in by the pupils during home play periods. They lend themselves especially well to group organization and give opportunity for student leadership.

For safety, certain facilities are desirable—a turf plot, sawdust filled jumping pit, tumbling mats, straw mats or other suitable materials should be provided. Stunts should not be tried on hard surfaces.

GENERAL SUGGESTIONS TO TEACHERS

1. The teacher should always have the pupils outdoors, weather conditions and school organization permitting.
2. Coats and sweaters should be removed when the period is held in the classroom.
3. The teacher should develop a sympathetic understanding of the pupils.
4. Do not hesitate to participate in the play of children. Such participation tends to gain the respect and affection of the children.
5. The child who returns to school following an absence due to illness should be guarded from over-exertion.
6. When officiating, make quick, accurate and just decisions.
7. Use pupil leaders whenever possible.
8. Make all explanations as simple and concise as possible.
9. Save indoor activities for use on days of inclement weather.
10. Seasonal activities should be selected when possible.
11. Let the activity be its own reward.
12. Guide children in settling disputes and matters of discipline for themselves.
13. Preserve the play spirit in all activities.

EQUIPMENT

The list below indicates types of equipment desirable for physical education activities in elementary schools. The equipment should be available to teachers at all times.

Bags, Bean

Balls, Basket

Balls, Health (12"—15")

Balls, Playground Baseball (9"—12")

Balls, Soccer

Balls, Volley

Bats, Playground Baseball

Clubs, Indian (for games)

Nets, Volley Ball

Quoits

Ropes, Jumping (7'--16')

The use of a piano or victrola is desirable for the teaching of rhythmical activities. Records for the victrola are available for many of the activities.

REFERENCE BOOKS

Four books have been selected in which a description of all the suggested activities may be found. They are as follows:

1. NELSON, N. P., and VAN HAGEN, WINIFRED. *Physical Education for Elementary Schools*, A. S. Barnes and Company, New York. 1932.
2. Bulletin 12, *Course of Study in Physical Education for Grades I-VIII*, Department of Public Instruction, Commonwealth of Pennsylvania, Harrisburg, Pennsylvania. 1928.
3. BANCROFT, JESSIE H. *Games for the Playground, Home, School and Gymnasium*. Macmillan Company, New York. 1923.
4. FORBUSH, W. B., and ALLEN, H. R. *The Book of Games*. John C. Winston Company, Philadelphia. 1927.

SYMBOLS USED IN THE SECTION ON PHYSICAL ACTIVITIES

In the preceding list of reference books on physical education, each book is given a number. In the list of Physical Activities beginning below, each activity is followed by a book number and a page number.

It will be noted that each book has been given a number. Following the number which refers to the book, is one which indicates the page number.

Example. Crossing the Brook—1-90, 3-74, 4-15. 1-90 indicates that this game may be found on page 90 in Neilson and Van Hagen, on page 74 in Bancroft and on page 15 in Forbush and Allen.

Immediately following the titles of games, relays and story plays, certain letters will be found. If they follow titles of games or relays, they are interpreted as follows:

S—Schoolroom

G—Gymnasium or Play Room

P—Playground or Athletic Field

If used after story plays, they refer to seasons, as follows:

F—Fall

W—Winter

Sp—Spring

S—Summer

Titles and numbers following rhythmical activities indicate that either Columbia or Victor records are available.

PHYSICAL ACTIVITIES FOR GRADE FOUR

GAMES

Barley Break P	1-166, 3-48, 4-113
Bat Ball G-P	1-151
Bears and Cattle G-P	1-167, 4-160
Beetle Goes Round G-P	2-240, 3-206, 4-205
Circle Dodge Ball G-P	3-364, 4-38
Come Along G-P	1-168, 4-16
Day and Night G-P	4-294
Ducks Fly S	2-240
End Ball P	1-153
Last One Out S	1-169, 4-148
Long Ball G-P	1-155
One Old Cat P	1-157
Oyster Shell G-P	1-169, 3-143
Pin Soccer P	1-157
Playground Baseball G-P	1-158, 4-143
Poison Seat S	1-170, 3-148
Prisoners' Ball P	1-161
Schoolroom Tag S	1-126, 2-237, 3-172
Simon Says S-G-P	1-170, 2-234, 3-235, 4-108
Three Deep G-P	2-238, 3-196, 4-200
The Boiler Burst S	1-167, 4-211
Two Deep G-P	1-171, 4-199
Work Up P	1-163

MIMETIC EXERCISES

Archery	1-191, 2-56
Fire Cracker	1-191
Jack in the Box	1-191
Jack Knife Bend	1-191
Jumping Rope	1-191
Picking Cherries	2-62
Sewing Machine	1-191
Skating	1-191

RHYTHMICAL ACTIVITIES

		Record Numbers
Broom Dance	1-172	Vic. 20448
Children's Polka	1-173, 2-168	Col. A3052 Vic. 20432
Coming Through the Rye	1-174, 2-216	
Dutch Couple Dance	1-176	Vic. 22761
Hansel and Gretel (German)	1-178	Vic. 21620
Indian Hunters (Boys)	1-180	
Jump Jim Crow	1-182	
Klappdans (Swedish)	2-173	Col. A3036 Vic. 20450
Minuet I	1-183	Vic. 17087
Rovenacka (Bohemian)	1-186, 2-175	
Vineyard Frolic	2-177	

RELAY RACES

Arch Ball Relay G-P	1-163, 2-237, 3-321, 4-167
Attention Relay S-G-P	1-164, 2-245
Carry and Fetch Relay S-G-P	1-164, 3-309, 4-168
Circle Relay G-P	3-70
Desk Relay S	3-309
Farmer and the Crow Relay G-P	1-164
Flag Relay S	2-241
Home Base Bean Bag Relay S	1-165, 2-283
Hopping Relay G-P	1-165, 2-240, 3-106
Hurley Burley Bean Bag Relay S	1-165, 2-241
Soccer Relay G-P	1-166
Stunt Relay G-P	1-166
Walking Relay G-P	1-166, 4-174

STUNTS AND CONTESTS

Back Spring	1-189
Centipede (Boys)	1-190
Clown Tricks	1-188
Coffee Grinder	1-188
Double Forward Roll	1-188
Frog Hop	1-187
Head Stand	1-189
Knee Dip	1-188
Leap Frog and Forward Roll	1-190
Minuet Bow	1-188
Stooping Stretch	1-187

PHYSICAL ACTIVITIES FOR GRADE FIVE**GAMES**

Ante Over P	1-230, 4-142
Basketball Toss Up G	1-193
Bean Bag Target Toss G-P	1-231, 4-93
Captain Ball I G-P	1-193, 3-339
Catch of Fish G-P	1-232, 3-61
Center Catch Touch Ball G-P	1-231, 2-256, 3-355
Center Stride Ball G-P	1-231
Circle Kick Ball G-P	1-231
Circle Soccer G-P	1-194
Corner Kick Ball P	3-359
Feather Ball G-P	1-195, 4-221
Hand Ball G-P	1-196, 3-379
Hook On G-P	1-232
Indian Club Guard G-P	1-232
Last Man S	3-126, 4-148
Newcomb G-P	4-151
Pass and Change G-P	1-233
Progressive Dodge Ball P	1-198, 2-253, 3-366
Rotation Soccer G-P	1-199
Six Hole Basketball G-P	1-200
Shinny P	1-201, 4-185

Soccer Keep Away P	1-201
Square Soccer G-P	1-202
Triple Change G-P	3-200

MIMETIC EXERCISES

Chopping Wood	1-234, 2-59
Cross-cut Sawing	1-234, 2-65
Pumping Up Tire	1-235, 2-66
Scythe Swinging	1-235, 2-62
Signalling	1-235
Standing Broad Jump	1-235
Thread and Needle	1-235

RHYTHMICAL ACTIVITIES

		Record Numbers
Bleking (Swedish)	1-218, 2-179	Col. A3037 Vic. 20989
Cschbogar (Hungarian)	1-220	Vic. 20992
Finnish Reel	1-221, 2-182	Col. A3062
How Do You Do?	2-183	
Nuts in May	3-285, 4-73	
Pop Goes the Weasel II	1-222, 2-180, 4-79	Col. A3078 Vic. 20151
Practice Polka	1-222	
Reap the Flax	2-184	Col. A3001
Ritsch, Ratsch	1-224	
The Land of Cotton	1-222	Vic. 20166
Vanity Schottische	2-186	
Virginia Reel (Coverly)	1-225	Col. 50018D Col. 33048F Vic. 20447

RELAY RACES

All-up Indian Club Relay S-G-P	1-214
Blackboard Relay S	1-215, 2-232, 3-53
Bull Frog Relay S-G-P	1-215
Kangaroo Relay G-P	
Over and Under Relay G-P	1-216, 2-249, 4-172
Pass and Squat Relay S-G-P	1-216
Rescue Relay G-P	1-216
Shuttle Relay G-P	1-217, 2-250, 3-173, 4-174
Stride Ball Relay G-P	1-217, 2-249, 4-174
Toss, Run and Catch Relay G-P	1-217

STUNTS AND CONTESTS

Horizontal to Perpendicular	1-229
Indian Wrestle	1-230, 2-88, 3-246, 4-260
Jump the Stick	1-230
Seat Crawl	1-229
Toe Wrestle	2-88, 3-246
Turk Stand	1-228
Wand and Toe Wrestle	3-247
Wooden Man	1-229

INDIVIDUAL ATHLETIC EVENTS

Balancing Test	1-202, 2-267
Baseball Battling for Accuracy	1-203
Baseball Fly Catching	1-203
Baseball Throw and Catch	1-203
Baseball Throw for Accuracy	1-204
Base Running	1-204
Basketball Foul Throw	1-205
Basketball Pass for Accuracy	1-205
Basketball Throw for Distance	1-205, 2-267
Basketball Throw for Goal	1-206, 2-266
Eskimo Race	1-206
Half Lever and Toes to Bar	1-207
Heel Run Race	1-207
Hobble Race	1-207
Jump and Reach	1-207
Leg Lifts	1-208
Mass Running	1-208
Potato Race	1-208, 2-266
Pull Up	1-209
Push Up	1-209
Run—Girls' 40 yard	1-209, 2-276
Run—Boys' 50 yard	1-209, 2-276
Running Broad Jump (Boys)	1-210, 2-281
Run and Catch	1-211, 2-267
Running Double Broad Jump (Boys)	1-212
Running High Jump (Boys)	1-212, 2-282
Sit-Up	1-212
Soccer Dribble	1-213
Soccer Kick for Goal	1-213
Swimming	1-214

PHYSICAL ACTIVITIES FOR GRADE SIX

GAMES

Ball Stand G-P	1-268, 3-328, 4-10
Bowl Club Ball P	1-237, 3-386
Bowling G-P	1-268, 3-386
Circle Strike P	1-237
Club Snatch G-P	1-268, 3-72
Corner Ball P	2-256, 3-359, 4-125
Duck on the Rock P	1-269, 2-248, 3-81, 4-133
Field Ball P	1-238
Hit or Out P	1-242
Last Couple Out G-P	1-270, 3-325, 4-26
Net Ball G-P	1-243
Paddle Tennis P	1-243
Pin Basketball G-P	1-244
Prisoners' Base I-P	1-287 and 271, 3-157, 4-162
Punt Back P	1-245
Simplified Soccer P	1-245
Two Old Cat P	1-247, 4-154

MIMETIC EXERCISES

Baseball Batting	1-271
Diving	2-64
Jump and Clap	1-271
Locomotive	1-271
Pulling Up Anchor	1-271
Screw Driver	1-272
Steam Boat	1-272, 2-58
Teamster Warming Up	1-272

RHYTHMICAL ACTIVITIES

		Record Numbers
Ace of Diamonds	1-258, 2-176	Col. A3001 Vic. 20989
Captain Jinks	1-260, 2-174	Vic. 20639
Gustaf's Skoal	1-261, 2-165	Col. A3046 Vic. 20988
Hopping Dance (German)	2-192	
Little Man in a Fix (Finnish)	1-262	Vic. 20449
Lottie Is Dead (Swedish)	1-263	Vic. 20988
Norwegian Mountain March	1-264, 2-189	Col. A3041 Vic. 20151
Polly-Wolly-Doodle	1-264	
Ribbon Dance (English)	2-198	Vic. 21619
Sicilian Circle (American)	1-266	Col. 556D Vic. 20639
Swedish Quadrille	2-200	

RELAY RACES

Cap Transfer Relay G-P	1-251
Double Circle Pass Relay G-P	1-252
In and Out Relay G-P	1-252, 2-253
Indian Club Relay S-G-P	3-112
Jumping Relay S-G-P	3-117
Odd and Even Relay S-G-P	1-252
Pursuit Race G-P	2-251
Sideward Pass Relay S	1-253
Skip Rope Relay G-P	1-253
Zig Zag Bounce Ball Relay G-P	1-253

STUNTS AND CONTESTS

Ankle Throw	1-254
Basketball Goal Throwing	2-88
Boundary Tug	3-246
Chair Creeper	9-174
Cock Fight	2-88, 3-346, 4-255
Elephant Walk	1-256
Hand Wrestle	1-257, 2-88, 3-245
Heel and Toe Spring	1-254
Human Fly	1-256
Knee Spring	1-257
Sack of Wheat	1-257
Standing High Kick	1-256
Triple Roll	1-257

INDIVIDUAL ATHLETIC EVENTS

Alternate Hop Race	1-248
Hand Traveling Events	1-248
Heel Grasp Race	1-249
Run—Boys' 60 yard	1-249, 2-276
Shuttle Broad Jump	1-249
Skipping Race	1-250
Soccer Dribble and Kick for Goal	1-250
Soccer Kick for Distance	1-250
Standing Broad Jump (Boys)	1-250, 2-277
Standing Double High Jump (Boys)	1-250
Standing High Jump (Boys)	1-251
Standing Leap and Jump (Boys)	1-251
Three Standing Broad Jump (Boys)	1-251

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